

**Prescribed by the National Curriculum & Textbook Board
as a Textbook from the academic session 2007**

ENGLISH GRAMMAR AND COMPOSITION CLASS EIGHT

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NATIONAL CURRICULUM AND TEXTBOOK BOARD, DHAKA

Published by
National Curriculum & Textbook Board
69-70, Motijheel Commercial Area, Dhaka.

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First Print : December, 2007
Revised Edition : December, 2008
Reprint : July, 2014

Computer Typesetting
Perform Color Graphics (Pvt) Ltd.

Cover
Sudarshan Bachar
Sujaul Abedeen

Design
National Curriculum And Textbook Board

Printed on Paper Processing & Packaging Ltd, Bashundhara Avenue Road, Bashundhara RA, Dhaka 1229

Preface

English Grammar and Composition for class Eight has been written in accordance with the approved curriculum of the National Curriculum and Textbook Board (NCTB).

English Grammar is not included explicitly in the existing English Textbook based on communicative approach. People from different corners raised this question and suggested to introduce grammar explicitly. Henceforth NCTB in accordance with the recommendations of the experts/workshop has undertaken the endeavour to prepare this book.

The aim of this book is to bring about a change in teaching and learning English Grammar and Composition-a change that will enable the learners to use grammar in context. Practice in composition tasks will help to develop the learners writing skill. It will encourage to write their own thoughts, ideas and feelings. This will also relieve them from memorizing compositions for preparing themselves for examinations.

This edition is a continuing attempt to expand considerably as compared with previous edition. This new edition contains huge examples and their application to communicative approach will increase the quality learning of English grammar. New Compositions are important in the context of time. It is thought that this change will improve the standard and acceptability of the book and will be a great help to the students in learning English effectively.

I am thankful to Professor Dr. Sadruddin Ahmed for undertaking the great effort to write this book. I would like to thank much Mr. Mahmud Ullah, the reviewer and other people involved in the process of publishing the book. We will consider our endeavour fruitful if our students find the book useful.

Suggestions from any corner for further improvement of the book will be cordially considered.

Professor Md. Abul Kashem Miah

Chairman

National Curriculum & Textbook Board

Dhaka.

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Unit 1

Lesson - 1 Parts of a Sentence (Revision)

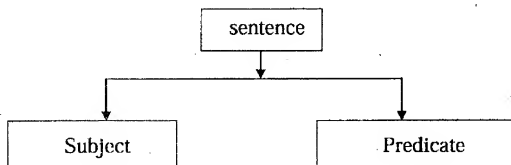
1.1 Study the following sentences:

- a) **Soldiers** fight.
- b) **Our soldiers** fight hard battles
- c) **Our brave soldiers** fought in the War of Independence.
- d) **The war of 1971** brought our freedom.

In the above sentences, the bold portion of the sentences led by 'nouns' play the role of Subjects and the rest part of the sentences including the finite verb play the role of Predicates. If we get an answer by asking the main verb 'a' question with 'who' or 'what' the answer is the **Subject** of the sentence. If the answer is in one word, it is subject as in sentence. (a) If the answer is in more than one word as in sentences (b) (c) and (d) They are termed as **subject group**.

In the sentences (a), (b), (c) and (d), something is said under the ownership of the verb. If the answer is in one word as in (a), it is **Predicate** and if the answer is in more than one word as in (b), (c) and (d) sentences, they are **predicate group**.

Thus a sentence is a group of words having a **subject** and a **predicate**. A word or a group of words denoting a person or a thing spoken about in a sentence is called its **subject**. Again, a word or a group of words which says something about the subject of a sentence is called its **predicate**.



1.2 Some examples:

Subject	Predicate
a. Birds	fly.
b. Birds	fly in the sky.
c. Some birds	don't fly in the sky.
d. Good boys	are always punctual.
e. The little child	is sleeping
f. To err	is human.
g. Our class captain	is a brilliant student.
h. It	is terrible
i. You	have done well
j. You	love your enemies.
k. God	may have mercy on su (mercy on us).

Exercise :**2.1 Separate the Subject and the Predicate :**

- God is the Almighty.
- He has created us.
- A blind man cannot see anything.
- Barking dogs seldom bite.
- A thing of beauty is a joy for ever.
- No man can serve two masters perfectly.
- Seven days make a week.
- Let us go for a picnic.
- Our heroic soldiers fought bravely against our enemies.
- All the members of our family went to the zoo.

2.2 Pick out the complete subject and then separate the subject word from the enlargement:

- Rameem and Shameem are reading together.
- Honesty but not dishonesty is the best policy.
- Birds of a feather flock together.
- The man carrying a plough and leading two bullocks is a farmer.
- A late leader of the nation left two sons behind him.

2.3 Pick out the complete predicate and then separate the predicate from its extension :

- The postman called me again to receive a letter.
- The days of our youth are the days of our glory.
- Him shall I follow to the end of the earth.
- Thank you, my dear friend.
- Why have you done this?
- Long live our President.
- May God grant you a long life.
- Mercy on us.
- May God have blessings on us.
- The great son of Bengal, Sher-e-Bangla, was born at Satura in the district of Barisal.

2.4 Match the numbers in column B with the letters in column A and write complete sentences.

A		B	
a.	Industry	i.	howls at night.
b.	A man of will	ii)	cannot stand.
c.	An eagle	iii)	is a bird of prey.
d.	A mad dog	iv)	may bite anybody.
e.	The wolf	v)	succeeds in life.
f.	A house divided against itself	vi)	is the mother of good luck.
g.	Birds	vii)	is required for the post.
h.	Thirty of the tender aged boys	viii)	spoke in a clear voice.
i.	A young man of character	ix	fly is large in the sky
j.	The leader of the party	x	are playing in the field.

Lesson 2: Nouns

Read the following passage and answer the questions below it.

The Deer

The deer is a beautiful animal. Deer have white spots all over their brown bodies. Their horns are majestic. They feed on grass and leaves of trees. They are wild animals. They are found in the Sunderbans in Bangladesh and in some African countries. We also find them in most zoos. Some people keep them as pets.

Exercise

1. Identify the nouns, say whether they are countable or uncountable and make your own sentences with each of them.
 - a. Identify the verbs, classify them as transitive, intransitive and linking and make sentences with them.
 - b. Identify the adjectives and classify them into various types.
 - c. Identify the pronouns used in the passage and make your own sentences with them.
 - d. Name some wild animals other than deer.
 - e. Do you have any pets? If the answer is 'yes', write about them.
2. The prepositions given in the box have been used in the passage above. Make your own sentences with them.

over with on of in
3. Study the use of articles in the passage. Which nouns have articles and which nouns do not have articles? Explain why?
4. Use some and most in the blanks.
 - a. ----- people in this country are illiterate.
 - b. ----- animals are dangerous.
 - c. ----- boys are fond of games and sports.
 - d. Would you like-----vegetables?

Lesson 3: Countable Nouns (revision)

Countable nouns are those which represent things that can be counted.

Here is a list of some common countable nouns:

accident	bush	door
account	camp	dream
actor	captain	driver
address	car	dress
adult	card	ear
animal	case	edge
answer	castle	effect
apartment	cat	egg
article	chair	election
artist	chapter	engine
baby	chest	eye
bag	child	face
bank	city	farm
battle	class	father
beach	club	field
bed	coat	farm
bell	college	finger
bird	computer	foot
boat	corner	friend
book	country	game
bottle	crowd	garden
box	cup	gate
boy	daughter	girl
bridge	day	group
brother	doctor	gun
bus	dog	hall

hand	man	road
handle	meal	river
hat	meeting	room
head	member	ship
heart	message	shock
hill	method	sister
horse	minute	run
hospital	mistake	station
hotel	model	student
hour	month	scheme
house	motor	shirt
husband	mouth	shop
idea	nation	smile
island	neck	spot
issue	newspaper	table
job	office	teacher
journey	page	thought
judge	park	town
key	party	task
kilo	path	tent
king	picture	tour
kitchen	pian	valley
lady	plane	village
lake	plant	walk
library	problem	week
line	product	woman
list	programme	wall
machine	project	window
magazine	ring	year

These nouns when used in the singular take the indefinite article: a/an .

Exercise

1. Correct the errors in the following sentences.
 - a. There was terrible accident in Savar yesterday.
 - b. Cat is sleeping under the table.
 - c. Dhaka is big city.
 - d. There is bird singing on the tree.
 - e. It is nice day.
 - f. Egg is nutritious food.
 - g. There was storm last night and boat capsized.
 - h. They have son and daughter.
 - i. He is reading book.
 - j. She is writing letter.
 - k. Car suddenly came round the corner and hit the tree.
 - l. Every house has kitchen.
2. Complete the sentences with one of the following words. You can make the nouns singular or plural.

bank	gun	dream	door	horse	mistake	head	dog	friend
ring	bag	doctor	club	desk	hospital	class	garden	field

- a. There is ----- close to our school.
- b. They have----- in front of their house.
- c. Don't play with-----
- d. ----- is a faithful animal.
- e. He gave her -----.
- f. I had ----- last night.
- g. Students carry their books in-----
- h. We need the services of -----
- i. There is- ----- in our part of the town.
- j. -----is a noble animal.
- k. You have made-----in your essay.
- l. Do you have any-----here.
- m. -----are faithful animals.

Lesson 4 : Uncountable Nouns (revision)

Uncountable nouns represent something which cannot be counted. Here is a list of some common uncountable nouns.

absence	evil	electricity
access	existence	energy
agriculture	failure	environment
anger	faith	equipment
atmosphere	fashion	loneliness
beauty	fear	love
behaviour	finance	luck
cancer	fire	magic
capacity	flesh	marriage
childhood	food	mercy
china	freedom	music
comfort	fun	nature
concern	ground	paper
confidence	growth	patience
courage	happiness	peace
death	health	philosophy
democracy	help	pleasure
depression	history	policy
design	ice	poverty
duty	independence	power
earth	industry	pride
education	insurance	protection

purity	spite	waste
rain	status	water
reality	stuff	wealth
relief	teaching	weather
intelligence	technology	religion
joy	time	respect
justice	trade	safety
labour	training	salt
security	transport	sand
silence	travel	welfare
sleep	trust	wind
strength	truth	worth
snow	violence	

These nouns normally do not take articles. To make them countable, you can use measure words: a glass of water; a jug of milk, etc.

1. Correct the errors in the following sentences:
 - a. Waters are essential to life.
 - b. Could I have some salts?
 - c. We find sands in the desert.
 - d. Fires burn.
 - e. He is fond of musics.
 - f. There has been no rains for the last one month.
 - g. I enjoy funs.
 - h. The English poet Wordsworth was a lover of natures.
 - i. He is in good healths
 - j. He is suffering from cancers.
 - k. He takes pride in his wealths
 - l. A soldier must have a courage.
 - m. We must try and eliminate a poverty in this country.

2. Complete the sentences with measure words appropriate to the uncountable nouns.
- a. Can I have ----- bread?
 - b. Can I have ----- toast?
 - c. I have bought ----- toothpaste.
 - d. This is -----sugar.
 - e. I want-----washing powder.
 - f. There is -----garbage piled on the pavement.
 - g. Please give me -----water.
 - h. I am going out for-----fresh air.
 - i. Can I have -----soap?
 - j. A table is-----furniture.
 - k. Here is an interesting-----news.
 - l. Give me-----paper please.
 - m. This-----Information is not correct.

Unit 2

Further use of Verbs

Lesson 1 : Linking verbs

A linking verb is one which links together the subject and the noun-complement or adjective-complement. The most commonly used linking verb is *be*.

Example Sentences:

- a. Hasan is an intelligent student.
- b. Mahmuda is a nurse.
- c. My brother is an engineer.
- d. Nasima is charming.
- e. Nasim is robust.

The *be* verbs in the above examples link together the noun and the adjective or the first noun or the second noun. In addition to *be*, there are some other linking verbs:

- a. *become* : He was poor; he became rich.
- b. *get* : He is getting bald.
- c. *run* : The river has run dry.
- d. *look* : He looks cheerful.
- e. *smell* : Flowers smell sweet.

Use of linking verbs in a continuous passage:

Malek is a student in class six. He has been absent for a week. He fell sick with typhoid. His parents became worried. So was the doctor. Malek was getting weaker and weaker. The fever persisted. His appetite was poor. On the seventh day the fever was gone and he felt better. His parents felt relieved. He is now well enough to go back to school.

The verbs in the passage are linking verbs. The linking verbs include *be, feel, become, get*

Exercise

Complete the following sentences with linking verbs other than *be*.

- a. The merchant -----poor.
- b. The cow has-----dry.
- c. He is-----bald
- d. She-----charming
- e. He-----happy.
- f. He has-----mad.
- g. The patient-----restless.
- h. You must----calm
- i. The flowers-----sweet.

Lesson 2

Finite Verbs

Read the following passage:

Mr Abdullah *works* at a high school. He *teaches* Bangla in class eight. His students *enjoy* his class. He *speaks* very well. He can *explain* things clearly. He *is* well-read in Bangla literature and often *quotes* from Bangla poetry. His *recitation* of poems *keeps* his students spellbound. He *has* also a sense of humour and he often *tells* jokes. All these qualities have *made* him a very popular teacher.

In this passage the verbs are in italics. They are called finite verbs. The word 'finite' means 'limited'. They are called 'finite' because they are limited to their subjects. In other words, they agree with their subjects in number and person. In the first sentence the subject 'Mr Abdullah' is third person singular and so the verb has *s* or *es* added to it. This is also true of all other verbs in the paragraph. If the subject is plural, the verb will be plural. In other words, there will be no *s* or *es* added to it. For example, in the last sentence in the paragraph the subject is plural: 'All these qualities' and the verb is plural: 'have made'. The finite verb also expresses tense. All the verbs in the paragraph are in simple present tense, but they may be used with any tense. For example, 'In the following sentence the verb is in the present continuous tense: 'He is playing football.' And the verb phrase 'is playing' is a finite verb.

Thus we can call a verb 'finite' a) if it agrees with the subject in number and person; or b) if it expresses tense.

Read the following passage:

Hasan came home running. He was tired, so he sat down to rest. His mother gave him a cup of tea. Tea is a drink. It helps to cheer you up. It also helps you to keep awake.

In the first sentence 'came' is a finite verb because it expresses tense (past tense). 'Running' is non-finite because it is not limited to the subject. If the subject is changed, 'You came home running', there will be no change in the word 'running'. When two things occur simultaneously, we put the second event in the participle form. That is why it is called a non-finite. Its actual name is present participle. It is made by adding -ing to a verb. Note the expressions 'to rest', 'to cheer you up', 'to keep awake'. This is another type of non-finite verb. It is made by using to+ base form of verb. Like the participle, it does not agree with the subject in number and person and it does not express tense. We use this form called infinitives to express purpose.

Exercise

1. Identify the types of verb used in the following passage:

I still remember the day. The old seaman walked to the inn door. A chest in a cart followed him. He was a tall strong heavy man. He had black broken nails. He looked around, whistled to himself and began singing. Then he knocked at the door and when my father opened it, he asked for a glass of wine. He drank the wine slowly.

2. Make your own sentences with these intransitive verbs: *come, go, walk, run, shout.*
3. Make your own sentences with these transitive verbs: *buy, sell, have, make, turn off.*
4. Make your own sentences with these linking verbs: *be, become, get, run, seem.*

Lesson 3 : Non Finite Verbs

1.1 Non finite verbs are also called verbals. These verbs are not limited in person and number to any particular subject.

These are of various types : Gerund, Verbal Noun, Infinitive, Participle.

1.2 Gerund :

Read the following sentences :

- a) **Seeing** is believing.
- b) He is absorbed in **praying** to God.
- c) His writing looks good.
- d) A cat is fond of **drinking** milk.

A gerund is a verb and a noun combined. But it is primarily a noun and is used as an ordinary noun in a sentence. This can act as subject, object, complement and may also have an object like a verb when it is formed from a transitive verb.

A gerund is used as :

- a) The subject of a verb : **Writing** is an art.
- b) The object of a verb : Children like **playing**.
- c) The object of a preposition : Debaters are fond of **debating**.
- d) A part of a compound noun : A **sleeping** room is built behind the stage.

1.2.2 Verbal Noun :

Read the following sentences :

- a) I encourage **the reading of** an autobiography.
- b) Tamjeed engaged himself in **the writing of** an essay.

A verbal noun is a noun only. It is practically a gerund preceded by 'the' and followed by 'of'

1.3 Infinitive :

- a) **To walk** in the morning is good for health.
- b) **To draw** a picture is an art.
- c) **To read** a poem of Prof. Sayed Ali Ahsan is interesting.

An infinitive indicates to the mood of a verb. It doesn't agree with the subject in number and person. An infinitive is used to express purpose. It is formed by using a base verb preceded by 'to'. This is another type of non-finite verb.

1.3.1 An Infinitive is used as :

- a) a part of an Infinitive phrase : **To ride** is a good exercise.
- b) the subject of a sentence : **To walk** in the morning is a good habit.
- c) the complement of an Intransitive verb : Raida looks **to be** pleased.
- d) the complement of a transitive verb : Teacher asked me **to clean** the chair.
- e) a command or instruction : The sweeper **is to sweep** the room clean.
- f) an adverb to modify a verb : He came **to see** me.

1.3.2 Infinitives are of two classes :

- a) When an infinitive acts as a noun, it is Noun Infinitive or Simple Infinitive . For example- **To sing** a song is interesting.
- b) If an infinitive is used to indicate a purpose, a cause, a condition, or a result, or act like an adjective or adverb, it is termed as **Gerundial or Qualifying Infinitive**.

For example : I met the headmaster to submit a prayer.

1.4 Participles :

- a) Don't keep stacks of hay beside burning fire.
- b) Mixing rotten eggs with pure eggs is not proper.

Participle is the form of a verb which acts as a verb as well as an adjective.

Participles are of three kinds :

Look at the following sentences:

- a. *Working* hard on his homework, Nasima is now making a fair copy.
- b. *Walking* in his garden for about half an hour, the elderly man sat down on a bench.

The italicised words are present participle phrases which are related to the nouns (Nasima, the elderly man). The action in the participle phrase and the action in the main statement occur almost at the same time.

1.4.1 **Present Participle:** This class expresses an action going on, and not completed. This is formed by adding 'ing' to the base form of a verb e.g.

We shouldn't get down from a **running** bus.

A Present Participle:

- a) conform an object like a verb.

For example:

- i) **Keeping** the key inside, the caretaker locked the door.
- ii) **Opening** the door, Einstein found the papers burnt.
- b) may be modified like a verb by an adverb.
e.g. Silently opening the door, the thief fled away.
- c) qualifies a noun equivalent like an adjective.
e.g. A barking dog seldom bites.
- d) may be compared like an adjective.
e.g. Miranda is the most interesting character of Shakespeare.

1.4.2 The Past Participle forms :

- a. *Tired* with hard work, Hasan decided to relax for a while.
(It signals a reason for the result expressed in the main statement)
- b. *Accompanied* by his staff, the headmaster came out of the school building.

The italicised words in sentences (a) and (b) are the perfective form of participles. They signal a time preceding the time expressed in the main statement. The actions mentioned in the perfective participle forms occurred before the actions in the main statements. In sentences a and b, the participles function as adverbials.

Perfect Participle is formed with the Past Participle of a verb preceded by 'having'.

Exercise

1. Use present participles with the given verbs:
 - a. (walk) down the road, he found a money bag.
 - b. (sob), she ran into the room.
 - c. (laugh), she went out.
 - d. (sing) the national anthem, the students went into the classroom.
 - e. (stroll) in the garden, he saw a snake.
 - f. (find) the door locked, he went away.
 - g. (swim) across the pond, he felt tired.
 - h. (take off) his shoes, he went to bed.
 - i. (having) his lunch, he had a nap.
2. Complete the sentences with the past participle forms of the given verbs.
 - a. The road (damage) by the flood has been rebuilt.
 - b. The man (injure) in an accident was admitted to hospital.
 - c. The properties (destroy) by the storm were worth millions.
 - d. The money (rob) by the muggers has been recovered.

- e. He was a man (afflict) with disease and poverty.
 - f. She was a woman (desert) by her husband.
 - g. Babies (attack) with polio seldom recover.
 - h. People (affect) by floods need food and shelter.
 - i. He was a man (bless) with good health.
3. Combine the following pairs of sentences by using present or past participles:
- a { lamam went out.
He was shouting.
 - b { Safia came in.
She was sobbing.
 - c { Shamim was walking in the garden.
He fell over a piece of stone.
 - d { Rabiul was injured in an accident.
He died.
 - e { Suman was educated at Dhaka University.
He joined the university as a lecturer.
 - f { Mr. Khan is a good teacher.
He is loved by his students.
 - g { Delowar is a corrupt politician.
He is hated by the people.
 - h { He is a pious man.
He is respected by everybody.
 - i { America is a continent.
It was discovered by Columbus.

Unit 3

Further use of pronouns

Indefinite Pronouns:

When you want to refer to people or things, but you do not know exactly who or what they are or their identity is not important, you can use an indefinite pronoun. *An indefinite pronoun indicates only whether you are talking about people or things, rather than referring to a specific person or thing.*

I arrived at the meeting before *anybody* else.

She is waiting for *something*.

all:	<i>All</i> men are mortal.
another:	I have had a glass of water. Can I have <i>another</i> glass?
any :	I do not have <i>any</i> money.
anybody:	<i>Anybody</i> can answer that question.
anyone:	<i>Anyone</i> may volunteer to come with us.
anything:	The situation is so unstable that <i>anything</i> might happen.
none:	<i>None</i> but the president can help in this situation.
nothing:	There is <i>nothing</i> I can do to help you.
sombody:	<i>Somebody</i> must be held responsible for the mess.
something:	There is <i>something</i> we can do to improve the situation.

Here is a list of some indefinite pronouns:

anybody	everybody
nobody	somebody
anyone	everyone
no one	someone
anything	everything
nothing	something

Note that all indefinite pronouns are written as one word except no one which can also be spelled with a hyphen: no-one.

You always use singular verbs with an indefinite pronouns:

Is anyone in?

Everybody *recognises* the importance of English.

Everything *is* all right.

Nothing *is* certain in this world.

You use the indefinite pronouns ending in *thing* to refer to objects, ideas, situations or activities:

Is there *anything* I can do for you?

Molly said *nothing* for a moment.

I have *something* to tell you.

He knows *everything* about the matter.

You use indefinite pronouns ending in *one* and *body* to refer to people:

I know *someone* who is clever at making jokes.

Everybody believes that the earth is round.

Nobody is above fault.

Anybody can answer that question.

Everyone knows that the earth moves round the sun.

Although you use singular verbs with indefinite pronouns, if you want to use a pronoun to refer back to an indefinite pronoun, you use the plural pronouns: they, them, their or themselves:

Ask anyone. They will tell you that he is an honest man.

When the time was up, everybody put down their pens.

Everybody is enjoying themselves at the picnic.

How do you tell somebody why they failed?

You can add 's (*apostrophe s*) to an indefinite pronoun to refer to things that belong to or associated with people:

Things have been arranged to *everybody's* satisfaction.

He was given a room in *somebody's* room.

Exercise

1. Use indefinite pronouns in the blanks

- a. -----men subject to error.
- b. You have given an example. Can you give -----
- c. You can buy this book from-----shop.
- d. The subject is easy.-----can learn it.
- e. The situation is uncertain. -----might happen.
- f. -----but the rich can afford a car.
- g. There is-----you can do to help.
- h. -----must have taken my pen.
- i. We must do-----improve our English.
- j. -----went according to plan.
- k. He gave -----an apple.
- l. You still haven't told me-----
- m. Won't -----help me?
- n. Look out of the window and tell me if you see -----
- o. Doesn't -----agree with me?

Unit 4

Further use of Conjunctions

A conjunction joins two ideas:

1. Would like tea or coffee? *or* joins alternative.
2. Do you like sugar and milk in your tea? *and* joins similar ideas.
3. I would like sugar but not milk, thank you. *but* joins two different or opposite ideas.

or, and, but a) come between two ideas they join.

b) can join two sentences.

You can change it.

You can have your money back.----You can change or you can have your money back.

The shop opens at 9 o'clock.

The shop closes at 7 o'clock.----The shop opens at 9: 00 and closes at 7:00.

I'd love to come to your party.

I'm busy on Sunday.-----I'd love to come to your party but I'm busy on Sunday.

So gives the result of the first part of the sentence. It is the second part of the answer.

I felt tired, so I went to bed early.

The water supply in the house is irregular, so we are moving.

Paired conjunctions : both and; not only..... but also; either or; neither..... nor

a. Both my father and my mother are teachers.

- c. You can take either meat or fish.
- d. The book is neither interesting nor accurate.

These are paired conjunctions. The same grammatical form should follow each part of the paired conjunctions.

- In (a) both + noun + and + noun
- In (b) not only + verb + but also + verb
- In (c) either + noun + or + noun
- In (d) neither + adjective + nor + adjective

Exercise

1. Correct the errors.

- a. Neither the book is interesting nor accurate
- b. Either you wait or go.
- c. Not only he feels relieved but also delighted.
- d. This will take money and time both.

Unit 5

Tenses

Lesson 1 : Present Perfect Continuous Tense

Look at these sentences.

It has been raining since 9 o'clock.

I have been writing this lesson for about an hour.

You have been studying English for seven years.

The boys have been playing all afternoon.

This tense is used to indicate the duration of an activity that began in the past and continues to the present. When the tense has this meaning, it is used with time words such as *for, since, all morning, all afternoon, all day, all week*.

I have known Nasim since he was a child.

Incorrect: I have been knowing Nasim since he was a child.

Remember: verbs with stative meanings are not used in the continuous tense. The present perfect, not the present continuous tense, is used with stative verbs to describe the duration of a state (rather than activity) that began in the past and continues to the present.

He has been thinking about going on pilgrimage to Mecca.

The annual exam starts next week and all the students have been working hard.

My left foot hurts, so I have been taking rest lately.

When the tense is used without any specific mention of time, it expresses a general activity in progress: *recently, lately*.

I have lived in Dhaka since 1996.

I have been living in Dhaka since 19996.

He has worked at this school for ten years

He has been working here for ten years.

With certain verbs (most notably *have, work, teach*) there is little difference between the two tenses when since or for is used.

Exercise

1. Correct the errors in tense usage.
 - a. The boys are playing cricket for about two hours.
 - b. It is raining all day.
 - c. She is working all afternoon.
 - d. I have been knowing him for five hours.
 - e. She is talking on the phone for about half an hour.
 - f. The farmer is resting since 2 o' clock.
 - g. I am waiting in dentist's waiting room for an hour.
2. Use the given verbs in their correct tense forms:
 - a. I (not see) for a week.
 - b. I (study) for two hours.
 - c. I (try) to contact you for the last ten minutes.
 - d. I (write) to him three times, but (receive) a reply yet.
 - e. The baby (sleep) for two hours.
 - f. The boy is dirty because he (play) all afternoon.

Lesson 2 : Future Continuous Tense

- a. I will begin to study at nine. You will come at ten. I will be studying when you come.
- b. It is eight o'clock. I will be having my breakfast at this time tomorrow.

The future continuous expresses an activity that will be in progress at a time in the future.

- c. Don't get impatient. He will be coming soon.
- d. Don't get impatient. He will come soon.

Sometimes there is no difference between the future continuous and the simple future, especially when the action will occur at an indefinite time in the future.

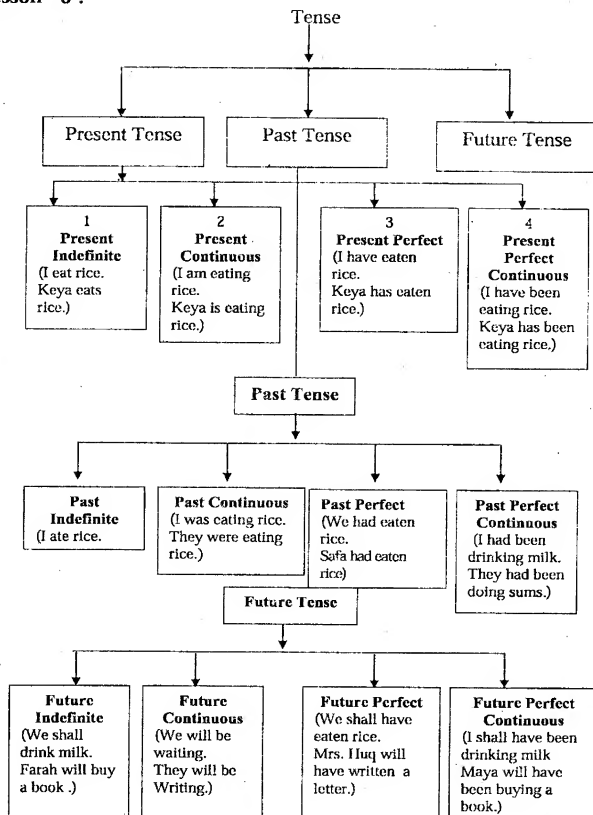
Exercise

Use the future continuous or the simple future.

- a. Tomorrow at this time I (attend) a class.
- b. When I get up tomorrow, the sun (shine).
- c. What will be doing at this time day after tomorrow? I (go) for a walk.
- d. Where are you going to do this afternoon? I (play) football.
- e. Next year he (go) abroad. He has got some money from his uncle. He (spend) it at Eid.

Tense at a Glance

Lesson - 3 :



Lesson - 4 :**Exercise****1. Rewrite the following passage in the present Tense :**

Shahana was only thirteen years old. She was interested in cooking. Her mother cooked delicious dishes and she watched her mother while she cooked. One day when her mother was not at home, she decided to make a pudding. At first she stirred the eggs and then poured milk into it but she forgot to put sugar in it.

2. Rewrite the following passage in the past Tense :

Ronju is writing a letter. It is to his uncle. He works in the directorate of Health in Dhaka. Once he has written to Ronju to go to him. Ronju's father has no objection. So this time he is writing to his uncle to inform the date. After the 2nd term exam. he wants to go to him.

3. Rewrite the following passage in the Future Tense :

The pied piper went to the street and began to play the pipe. Soon the rats came tumbling from every house. The rats were different in size. Playing the pipe he went to the bank of the river Wessex and waded into it. The rats followed him and jumped into the river and were drowned.

4. Rewrite the following passage in the Present Tense :

Shafi Miah was a farmer. He had no land of his own. He cultivated the land of others. He grew paddy, jute, sugar cane, pulse and others. Villagers know him as an honest and hardworking man. Shafi Miah got only half share of his production because the other share of his cultivation owned the land owners.

5. Rewrite the following passage into the Past Tense :

Shamim and Rushdee are two friends. They read in the same school and in the same class. They have good relation with each other. Sometimes they quarrel but it lasts very short time. Their mothers know that they will be as usual very soon. Sometimes they stop talking in the class and over telephone but this lasts not more than two days. They again become very close in their play ground and study room.

6. Rewrite the following passage into the future Tense :

Ranu was very busy all day long for her twelfth birthday ceremony. She decorated the drawing room very nicely with her younger sister. Her mother

had bought a nice dress for her and father ordered a big cake last night. That day her brother brought the cake in the afternoon. She welcomed the guests cordially.

7. Rewrite the following passage into the Past Tense :

Mahmood is my cousin. He is older than I by six years. He is very nice and honest in behavior. He always helps me to do my work. Often he accompanies me to go to the village ways and catch fishes from the marshy land of the villages. I like him very much and demand many things to him.

8. Rewrite the following passage into Past Tense :

Rafced reads in class three . This year he wants to change his school and to admit into a good secondary school of the city. For this he is trying to make himself prepared for the admission test in a new school. But often he gets upset to miss his old friends. He thinks as if he could take all his friends there. He loves his teachers also. So he does not want to miss anybody of his present school.

9. Turn the passage into Present Tense :

We had a pet bird. We called it Mayna though it was a parrot by class. We all loved the bird very much and used to take care of it. One day while I was at school, somehow it got the door open and flew away. That day I could not manage myself and cried all day long.

10. Change the tense of the following sentences as directed :

- i. Raju was playing with his friends. (Future continuous tense)
- ii. He had gone to school before I came. (Future Perfect tense)
- iii. Rahim plays cricket in this field. (Future Indefinite tense)
- iv. I read the story book. (Present Perfect tense)
- v. Dipali knows me (Past Indefinite tense)
- vi. I do my home work at night. (Future continuous tense)
- vii. Rehana will come back after school. (Present Perfect tense)
- viii. They will not help you. (Future continuous tense)
- ix. They have been playing for an hour. (Future continuous tense)
- x. Neela does not neglect her duty. (Present Perfect tense)

Unit 6

Modals

Lesson 1 : Further Use of modals

----- What should we do this afternoon?

- a. Why don't we go for a walk?
- b. We could go for a walk.

Could can be used to make suggestions. (a) and (b) are similar in meaning: the speaker is suggesting a walk.

----I'm having trouble in my English class.

- c. You should talk to your teacher.

Should gives advice. In (c) the speaker is saying "I believe it is important for you to do this. I recommend it.

---I'm having trouble in my math class

- (d) You could talk to your teacher.

I could try to help you.

Could offers suggestions or possibilities in (d) the speaker is saying 'I have some possible suggestions for you. It is possible to do this.'

---I failed in my math exam.

- (e) You should have talked to your teacher and got some help during the term.

----I failed in English.

- (f) You could have talked to your teacher.

In (e) the speaker is saying. 'It was important for you to talk to your teacher, but you didn't do it. You made a mistake.'

In (f), the speaker is saying, 'You had the chance to this or that. You missed some good opportunities.'

Exercise

Make suggestions or give advice.

- a. I don't feel well.

You-----

- b. I need to go to the hospital

You-----

- c. I took a taxi to the hospital and it cost me a lot of money.

You-----

- d. I have lost my English textbook.

You-----

- e. I don't have any money on me.

You-----

- f. My shoes are dirty.

You...

- g. I'm hungry.

You-----

- h. I'm tired

You-----

Lesson 2 : Further use of May, Might, Must

---Why is Mita absent today?

- | | |
|---------------------|------------------------|
| 100% sure: | (a) She is sick. |
| 95% sure: | (b) She must be sick. |
| Less than 50% sure: | (c) She may be sick |
| | (d) She might be sick |
| | (e) She could be sick. |

Note : (*Must* expresses a strong guess. But the degree of certainty is less than 100%. Usually he is in class. So my best guess is that he is ill. It is a logical conclusion, but I do not know for sure.)

May, might and *could* express a weak degree of certainty. In b. c. d. and e. the speaker is saying 'perhaps, possibly he is sick. I 'm only making a guess. I can't think of any other possibilities.'

Exercise

1. Complete the sentences by using *must* or *may/might/could* with the expressions in the box.

be about fifteen	be very proud
be at a meeting	feel sorry
be crazy	be rich

- a. He has passed his SSC Exam. He ----- years old.
 - b. The manager is not in. He -----
 - c. He has come up with a silly idea. He -----
 - d. They have two handsome and intelligent children. They -----
 - e. Her father is sick. She -----
 - f. He has bought a house. They -----
2. Respond by using 'I don't know + may/might/could.
- a. How old do you think he is?

 - b. I can't find my pen. Do you know where it is?

 - c. Where does he live?

 - d. What class is he in?

 - e. What does he do?

Lesson 3 : Use of Modals (revision)**Modal Auxiliaries: *Must***

1. We use *must* to express obligation.

- a. Teacher to student: You must hand in your homework by next Monday.
- b. Mother to daughter: You must come home before dark.

The implication is that the speaker is the person who exerts authority over the person(s) he or she is speaking to. The negative of *must* is *must not* or *mustn't*.

- a. You must not waste your time.
- b. You mustn't talk like that.

We use the negative to prohibit certain things or to tell people not to do certain things.

2. We use *must* to convey the idea of self-obligation. The speaker exerts authority over himself through a sense of duty or through self discipline.

- a. My English is poor. I must improve my English.
- b. My mother is ill. I must go home.

3. We use *must* to express logical deduction.

You didn't have your breakfast this morning. It's eleven o'clock. You must be hungry now.

You have just walked five miles. You must be tired.

Must is used here of the knowledge arrived at by inference or reasoning rather than by direct experience. For each example we could add the comment: 'Given the evidence, there can be no other conclusion'.

4. We use *must* when we are suggesting an action and we are trying to persuade someone that it should be done.

- a. As you have been sick for a week, you must see a doctor.
- b. You must come and see me some day.

We use *must* like this when we are talking to someone we know well.

5. We use *must* to make an invitation in a very persuasive way.

- a. You must have dinner with me tomorrow.
- b. You must come to my birth-day party next week.

This use of *must* is applicable to people you know very well.

6. We also use *must* in a sarcastic way.

- a. Must you make that noise?
- b. Must you smoke here?

The meaning in these sentences is that 'For heaven's sake stop it'.

7. We also use *must* to indicate reasonable assumption.

- a. You must be Mr Hakim.
- b. His father must be well over seventy.

The meaning of these sentences is that I assume/I take it you are Mr Hakim/ I assume /I take it that his father is well over seventy. These express no more than an informed guess.

Exercise

1. Use *must* in your own sentences to indicate the following senses:

- a. External obligation.
- b. Self obligation.
- c. Logical deduction.
- d. Strong suggestion.
- e. Invitation to in a persuasive way.
- f. Sarcastic questions.
- g. Reasonable assumption.

2. Tell what you deduce from the following. Use the cue word.

- a) You can't open your door. (lock)
- b) He has a new expensive car. (money)
- c) You telephoned your friend but there was no response, (go out)
- d) Your room is hot. (window)
- e) This room is cold. (the heater)

Lesson 4 : Use of Modals (revision)

Must have + past participle

He is absent from class. He must have gone home.

She worked all day. She must have been tired when she came home in the evening.

There has been no word from her for over a month. She must have forgotten me.

These sentences express logical deductions about past situations.

Must and Have to (obligation)

As pointed out above, *must* is generally subjective in that it refers to what the speaker thinks is important or essential to do. *Have to*, on the other hand, is more objective, that is, the obligation tends to come from a source outside the speaker.

- a. I must finish this lesson today. (The speaker is telling himself.)
- b. I have to pay the electricity bill by 15th of this month. (The obligation comes from an external authority.)

Will have to, have (got) to

Will have to is used to refer to future obligation, but *have (got) to* is preferred when arrangements for the future have already been made.

When you complete your studies, you will have to find a job.

I have got to attend a meeting at ten o'clock tomorrow.

Had to and must have

Had to is used to talk about past obligation. *Must have* is used with the perfect infinitive (*have + past participle*) to express certainty about the past.

- a. Hena had to go home. (It was necessary for her to go home.)
- b. Hena must have gone home. (It seems certain that she has gone home.)

Must not and do not/don't have to

The negative forms **must not** and **do not have to** have quite different meanings; *Must not* is used to prohibit (to tell people not to do things and to refer to prohibitions; *do not have to* is used to say that there is no obligation.

- a. You *mustn't* tell Hamid. (=Don't tell Hamid.)
- b. You *don't have to* tell Hamid. (=You can if you like but it is not necessary.)

Exercise

1. Change the following statements to refer to past time.

- a. We must attend all classes.
- b. We must work hard.
- c. They must improve their English.
- d. We must spell correctly
- e. He must be tired.

2. Complete the following sentences with *must*, *mustn't*, *have to*, *do not have to*.

- a. Tomorrow is a holiday. So I---get up early.
- b. You--take regular exercise.
- c. You--tell a lie.
- d. I --go for a job interview tomorrow.
- e. We --waste our time.

Lesson 5 : Use of Modals (revision)

Modal Auxiliaries: *Shall/Should/Ought to*

Shall, besides being a sign of the Plain Future after *I* and *We*, can also express personal attitudes.

- a. Respect, shown by the speaker, for the wishes or feelings of the person addressed:

Shall I switch on the fan? (meaning Do you want me to switch it on?)

Let's have a cup of tea, shall we? (Do you agree to my suggestion?)

- b) The speaker's decision or wishes about the future of someone or something else:

The committee agrees that the next meeting shall take place on the first Saturday in October.

This order shall be effective from 10 December.

- c) **Shall not** is used to say formally that a particular thing is not allowed. It is often found in written rules, laws and agreements. People under 18 shall not be allowed to drive.

- d) We can use **shall** or **should** when we offer to do something. If you are confident that your offer will be accepted, you use *shall*.

Shall I open the window?

Shall I show you round?

If you are uncertain whether your offer will be accepted, you use *should*.

Should I shut the door?

Should I turn on the television?

We use *should* / *ought to* when we talk about obligation, or duty, or what is advisable.

- a. You are ill. You *should* / *ought to* see a doctor.
- b. You are tired. You *should* go to bed.
- c. We *should/ought to* respect our parents.

Note that *should* is much more frequent than *ought to*. *Should* is followed by infinitive **without to**, *ought* is followed by **to -infinitive**.

- a. *Should* and *ought to* are used when we are trying to help someone by advising them to do something.

Your English is poor.

You *should* work hard.

You *ought to* attend your classes regularly.

- b. We use *should* or *ought to* when we say that something is the right or correct thing to do.

We *should* always speak the truth.

We *ought to* love our country.

We use *should* or *ought to* with have and a past participle to say that something was desirable in the past, although it did not in fact happen.

I *ought to* have practised speaking in English.

He *should have been* grateful to his parents.

- c) We also use *should* or *ought to* when we expect something to happen.

The bus *should* arrive by now.

- d) If we feel that it is important or appropriate, we indicate that by using *should*.

I should say that the news is misleading.

I ought to stress that the statement is untrue.

- e) In formal British English *should* can be used in that-clauses after adjectives expressing the importance of an action (e.g. *important, necessary, essential*, etc.)

It is important that you should attend the meeting.

It is essential that he should work hard.

Exercise

1. Complete the following sentences with shall or should.

- a. It is hot. - I switch on the fan?
- b. The room is stuffy. - I open the window?
- c. I'm tired. You- go to bed.
- d. I'm hungry. You - have some food.
- e. It is important that you - work hard.
- f. You - always tell the truth.

2. a. What do you say when you want to give advice to someone?

- b. What do you say when you expect something to happen?
- c. What do you say when something was desirable in the past?
- d. What do you say when something is the right thing to do?

Lesson 6 : Modal Auxiliaries

Will/Would

Will, besides being a sign of the Simple Future, can express various personal attitudes.

a. Giving an order

Teacher to student: You will sit there.

Mother to child: You will switch off the light in the dining room when you finish your meal.

b. Willingness

A member of the club: Will somebody tell me Mr Kalam's home number?

Another member of the club: I will. I'll tell his number with pleasure.

c. An invitation, request or order in the form of a question.

Will you have a cup of tea?

Will you give me a ring as soon as possible?

Shut the door, will you?

d. Insistence-or, in the negative-refusal

If you will play the music so loud, please shut the windows so that the neighbours can get to sleep.

He won't have his dinner, (refusal)

e. In certain situations, *would* is often used instead of *will*. *Would* serves a milder, more hesitant replacement for *will*

Would somebody help me?

Would you let me have a reply soon?

f. In certain expressions only *would* is used.

Would you like to have dinner with me next Friday?

Would you mind shutting the door?

g. *Would* indicates typical behaviour, and is not replaceable by either *will* or *should*.

Husband: I have forgotten to bring my wallet.

Wife: You would do that.

Would like is a synonym for *want*. It does not mean *like* (enjoy) and the two expressions must not be confused.

I like apples. (I enjoy eating apples.)

I would like some apples. (I want some apples.)

Had Better, Would Rather

Had better points to a course of action that the speaker feels is advisable; *would rather* indicates that the speaker prefers one course of action than another. Examples:

- a. Your English is poor. You had better work hard.
- b. You are getting heavy. You had better diet.
- c. I would rather study English than Business Administration.
- d. I would rather have tea than coffee.
- e. We have come too far. I would rather you stopped now.

Exercise

1. Fill each gap with *shall* or *will*.

- a. Let me get you a cup of tea, --I?
- b. --you let me know your answer immediately?.
- c. If you - smoke, please use an ash-tray.
- d. Is the pain getting worse?--I call a doctor?
- e. Open the window, --you?

Unit 7

Classification of sentences

Lesson - 1 Sentence

1.1 To speak to somebody or to write something we use different groups of words. Such a meaningful group of words is a sentence.

Read the following groups of words :

- (a) Playing the have in.
- (b) A book is Luna read.
- (c) The boys are playing.
- (d) Luna is reading a book.

Group (a) and (b) are jumbled and they do not express any idea. So these are not sentences But group (c) and (d) express ideas of the speaker. **Therefore**, a group of words which make a complete sense is called a **sentence**.

2.0 Classes

Example :

- a) Ayesha is a student.
- b) She goes to school at 7 am.
- c) She has no sister.
- d) Does she have a brother?
- e) Please take her to school.
- f) May God bless her.
- g) What a nice girl she is!

The above sentences do not express the same idea. So according to the aim of the speaker sentences are named. These are Assertive, Interrogating, Imperative, Exclamatory and Optative.

2.1 Assertive Sentence

Read these sentences :

- a) Shafi is drawing a picture.
- b) Sometimes he plays on his flute.
- c) He doesn't waste time.
- d) He speaks English well.

The above sentences simply state or assert something. So the sentences which state or assert something are called **Assertive sentences**.

2.2 Interrogative Sentence

- a) Aren't you a student?
- b) Hasn't Ashrafi done the work?
- c) Who are you?
- d) How will you cross the canal?

In the above sentences the speaker is asking questions about somebody or something. Therefore, the sentence, which asks somebody about something, is called an **Interrogative Sentence**. 'A note of interrogation symbol' (?) must be put at the end of such a sentence.

2.3 Imperative Sentence

- a) Please come to the class earlier .
- b) Go home at once.
- c) Never tell a lie.
- d) Don't run in the sun.
- e) Let us play in the field.
- f) March forward.

The sentences 'a' to 'f' express request, command, order or advice.

Therefore, the sentence that expresses a command or order, or request or advice is called an Imperative Sentence. Such a sentence needs full stop at the end.

2.4 Optative Sentence

- a) May you live long.
- b) May his soul rest in peace.
- c) Long live Bangladesh.
- d) God save our President.
- e) Blessed be your tongue.

The above sentences express desire, prayer, or blessing.

So, the sentence that expresses some wish or desire or blessing is called an Optative Sentence. Ordinarily such a sentence starts with 'May' and end with a full stop (.) But there are some optative sentences without 'may' which is understood.

2.5 Exclamatory Sentence

- a) What a nice student you are!
- b) How bright the stars are!
- c) What a terrible sight!
- d) What a piece of work is man!
- e) Alas! we have lost the game.

The above sentences express joy, sorrow, wonder, sudden emotion or feeling. So the sentence that expresses sudden feeling or emotion is called an Exclamatory Sentence. Ordinarily an Exclamatory Sentence starts with 'what' or 'how' and ends with a 'Note of Exclamation' (!).

- 3.1 Different punctuation marks are used at the end of any kind of sentence. They are shown in the table.

Sentence	Punctuation
An Assertive/A Statement	a full stop (.)
A Question	a Question mark (?)
An Imperative	an exclamation mark (!)
An exclamation	a full stop (.)
An optative	a full stop (.)

- 3.2 All the five classes of Sentences have both affirmative and negative forms They are:

Kinds of Sentence		Examples
Assertive	Affirmative	Hena writes a letter.
	Negative	Rina does not write a letter.
Interrogative	Affirmative	Do you prefer milk to tea?
	Negative	Who doesn't like a flower?
Imperative	Affirmative	Always speak the truth.
	Negative	Never tell a lie.
Optative	Affirmative	May God grant you a long life.
	Negative	May you not be cursed.
Exclamatory	Affirmative	How fine the rose is!
	Negative	If I were not there! Fie! He doesn't respect his teacher Alas! He is no more.

Exercise

4.1 Of what kinds are the following sentences? Write against each sentence

- a) Have you ever been to Cox's Bazar?
- b) How strong he is!
- c) Do not despair.
- d) Please do the needful.
- e) Never have I seen such a thing.
- f) What a pity!
- g) Hurrah! we have won.
- h) O. What a fine bird it is!
- i) Long live our gracious President.
- j) There was once a white elephant.
- k) Forward the light Brigade, charge for the guns.
- l) May my parents live in peace.
- m) Let us play in the field.
- n) Oh dear, I feel so ill!
- o) We walk in the morning.

4.2 Match the portions in column B with the letters in column A and write complete Sentences.

	A		B
a.	An assertive Sentence	i)	asks a question.
b.	An exclamatory Sentence	ii)	expresses a wish or desire.
c.	A Negative Sentence	iii)	affirms something.
d.	An Optative Sentence	iv)	expresses a sudden feeling.
e.	An Imperative Sentence	v)	denies something.
f.	An Affirmative Sentence	vi)	expresses a command or request or advice.
g.	An Interrogative Sentence	vii)	asserts something.

4.3 Turn the following into Negative Sentences:

- a) We ought to help the poor.
- b) He has a good pen.
- c) I am a member of the Debating Club .
- d) I'll meet you tomorrow.
- e) He goes to school.
- f) They are leaving for home.
- g) I can walk 15 kilometers at a stretch.
- h) He met me yesterday.
- i) Sheela is meritorious.
- j) Mrs. Selina is an efficient teacher.

4.4. Turn the following into Interrogative Sentences:

- a) You are advised to help him.
- b) We don't get unpolluted water.
- c) Abdullah has a water pot.
- d) This is my garden.
- e) I gave you the book.
- f) We do not get good water.
- g) They will help us.
- h) The girl can dance well.
- i) We missed the train.
- j) He might have done the work.

4.5. Turn the following into Imperative Sentences:

- a) I request you to come in.
- b) You should not talk so loudly.
- c) We must not go out.
- d) You are requested to take your seat.
- e) You should obey your parents.

4.6. Turn the following into Exclamatory Sentences:

- a) It is a very beautiful bird.
- b) Ms Sylvee sings very sweetly .
- c) Rana plays football very efficiently.
- d) The scenery is very charming.
- e) The young man is a great coward.

4.7. Turn the following into Optative Sentences:

- a) I pray to Allah to grant our prayer.
- b) I wish his soul to rest in peace .
- c) I wish my son to be a man of parts.
- d) I wish my mother to live long.
- e) I wish my teacher to pass a happy life.

Lesson - 2 : Sentences- (Simple, compound and complex)

1.1 A sentence is a meaningful word or a group of words which expresses the ideas of the speaker.

- a) At present I am a student of class 8.
- b) I want to be an English teacher.
- c) So, my target is to attain a first class degree in my higher education.
- d) Please pray to Allah for my success.

In the above sentences the speaker expresses his ideas or desires.

According to expression, sentences have been classified into five. But according to formation or construction, sentences are again classified into three. They are **simple**, **complex** and **compound**.

2.1 Simple :

- a) **Hameeda works** in a workshop.
- b) **She learnt** to repair electronic goods.
- c) **Her working place is** a large building.
- d) **She behaves** very well with others.

In the above sentences, each of the sentences has only a subject and only a finite verb in bold- 'Hameeda works'; 'She learnt'; 'place is' and 'she behaves' are the subjects and their finite verbs. Therefore, a sentence having a subject and a finite verb is called simple.

2.2 Complex Sentence:

- a) **Naheeda who is a worker works in a workshop.**
- b) **She learnt** how to repair electronic goods.
- c) **The place where he works is a large building.**

- d) **She knows** how to behave well with others.
- e) **Neela said**, "I like to be a good worker".

In the above sentences, there are more than one clause. The clause in bold is the principal clause and the rest is the subordinate clause. Thus when a sentence has a principal clause with one or more subordinate clauses, it is called a complex sentence. A Complex Sentence must have a principal clause and one or more subordinate clauses.

2.3 Compound Sentence:

- a) Naheeda is a worker **and** she works in a workshop.
- b) She repairs electronic goods **and** she learnt it.
- c) Sheela works hard **but** she earns little.
- d) Halim is poor **but** he is honest.

In the above sentence a, b, c, d, there are two independent clauses each and both of them are joined by co-ordinating conjunctions like 'and', 'and', 'but' and 'but'. When two or more Independent clauses are added with co-ordinating conjunctions, they are called Compound Sentences. The clauses which are also joined by co-ordinating conjunctions, are called Co-ordinating clauses.

Unit 8

Conversion and Transformation of Sentences

Lesson - 1 : (Conversion of Sentences)

1.0 Converting a sentence indicates to a grammatical change of the construction of that sentence with a change in the meaning. Such type of changes are done in different ways

They are:

1.1	Affirmative	Negative
	Sarah is a student	Sarah is not a student
	She is writing a letter	She is not writing a letter
	Sarah and her friend are doing sums	Sarah and her friend are not doing sums
	They have gone to school	They have not gone to school
	They are happy here	They are not happy here
	We shall take tea	We shall not take tea

He will come to my help. He will not come to my help. We shall have been playing. We shall have not been playing. We can change an affirmative to negative by putting a 'not' after the 'be' verb or in between the auxiliary and the principal verb of the **sentence**.

1.2	Affirmative	Interrogative
	They are players	Are they players?
	I am ill	Am I ill?
	You are going home	Are you going home?
	I have a pen	Have I a pen?
	We Shall take tea.	Shall we take tea?
	They will play football	Will they play football?
	Imam should help the poor	Should Imam help the poor?
	Tea ought to grow here	Ought tea to grow here?

An affirmative sentence is converted into interrogative by putting the auxiliary verb at the beginning of the sentence and a question mark (?) at the end of the sentence.

1.3	Affirmative	Interrogative
	We go to school at 7 am.	Do we go to school at 7 am?
	You say your prayer regularly.	Do you say your prayer regularly?
	The bird looks beautiful.	Does the bird look beautiful?
	The cow gives us milk.	Does the cow give us milk?
	Ranu went home yesterday.	Did Ranu go home yesterday?

Some affirmative sentences having no auxiliary verb are converted into interrogative sentences by putting a 'do' does/did verb at the beginning of the sentences.

1.4	Affirmative	Negative- Interrogative
	Halim is not a student.	Is not Halim a student?
	Hena can't lift this box.	Can't Hena lift this box?
	We may not do this.	Mayn't we do this?
	They mustn't break the law.	Mustn't they break the law?
	We oughtn't walk along the street.	Oughtn't we walk along the street?
	Rina didn't tell a lie.	Didn't Rina tell a lie?

A Negative Sentence is converted into Negative- Interrogative by putting the negative form of the auxiliary verb at the beginning and a question sign at the end of the sentence.

1.5	Assertive	Interrogative
	My mother is in India.	Where is your mother?
	Madam Hasina is a Principal.	What is Madam Hasina?
	The shirt cost me taka 1000/-.	How much did the shirt cost?
	I have five sisters.	How many sisters do you have?
	I want the book with a good cover.	Which book do you want?
	He drinks one litre of milk eachday.	How much milk does he drink each day?

Some sentences require Interrogative Pronouns/Adjectives/Adverbs at the beginning of a Sentence to make a question.

Lesson - 2

2.0 Transformation:

English language is very rich. Sentence can be expressed in different moods. The system of changing a type of sentence into another without changing the meaning is called transformation. New types of sentence are produced by transforming the structures or forms of sentences. Meaning is not changed.

The five classes like Assertive, Interrogative, Imperative, Exclamatory and Optative sentences may be transformed into each other and vice-versa.

2.1	Affirmative	Negative Interrogative.
	I must do it	I can not but do it?
	All men must die	No man can avoid death? All man cannot but die
	The brave alone deserve the fair	None but the brave deserve the fair
	Every man wishes to be happy	There is no man but wishes to be happy None wishes to be unhappy?
	Only the graduate should apply	None but the graduate should apply?
	Every man is liable to error	No man is free from error.
	I'll always remember your kindness	I'll never forget your kindness.
	He acted wisely	He did not act foolishly
	I am very tired	I am not a little tired
	Every rose has a thorn	There is no rose without a thorn.
	We found the road fairly good	We did not find the road very bad
	Everybody must admit the truth	No man can deny the truth.
	A good boy always minds his lesson	A good boy never neglects his lesson

2.2	Negative	Affirmative
	None was more worthy of praise than he.	He was more worthy of praise than any one else.
	He was a man of no great intelligence.	He was a man of some intelligence.
	None but a Hercules could do this.	Only a Hercules could do this.
	A good boy never neglects his lesson.	A good boy always minds his lesson

Rules : i) A negative is often formed by changing an assertive into interrogative or vice versa. Moreover, a negative form can be made by using opposite word. For example- 'none but' for 'only', 'never' for 'ever' 'good' for 'bad', 'tall' for 'short', etc.

ii) Sometimes 'only' is changed to 'nothing but' or only for 'not more than' in respect of age.

iii) 'As soon' 'as' is replaced by 'no sooner had ...than'.

iv) 'Must' is replaced by 'cannot but' or 'can't help' + (v+ing)

v) 'Always' is replaced by 'never'/not + opposite word.

2.3.0 The knowledge of some opposite words is needed to transform an Affirmative into Negative sentence. Some are given here.

Base word	Opposite word
absent	present
active	inactive
agreed	disagreed
always	never
comfortable	uncomfortable
doubtful	undoubtful/sure
easy	uneasy/difficult
foolish	wise

absent	present
good	bad
grateful	ungrateful
happy	unhappy
hard	easy/soft
healthy	unhealthy
honest	dishonest
honesty	dishonesty
honour	dishonour
like	dislike
literate	illiterate
love	hate
moral	immoral
mortal	immortal
obedient	disobedient
obey	disobey
ordinary	extraordinary
pleasant	unpleasant
pleased	displeased
possible	impossible
present	absent
punctual	late
real	unreal
regular	irregular
remember	forget
responsible	irresponsible
rich	poor
right	wrong

Base word	Opposite word
satisfied	dissatisfied
sincere	insincere
solvent	insolvent
willing	unwilling
wise	unwise

Exercise

2.3.1 Change the following **Affirmative Sentences into Negative ones**:

- I shall remember you.
- The garden looks beautiful.
- He has only a few balls.
- Shimu is only thirteen.
- Even a genius sometimes fails.
- He always dozes when he reads.
- Dhaka is the biggest city in Bangladesh.
- He is incompetent for the post.
- We must yield to fate.
- Only Khadiza was present there.

2.3.2 Change the following Sentences **into Affirmative ones**.

- I shall never be ungrateful to you.
- Not only Karim but also Rahim went there.
- None but he can do it.
- I cannot but laugh.
- Hena is not fit for the post
- There is no mother but loves her child.
- None but a rogue can act thus.
- He left no plan untried.
- No one can escape his destiny.
- Never again shall I come here.

2.3.3 Change the following into Interrogative Sentences.

- a) No one can bear such an insult.
- b) Nobody trusts a liar.
- c) Nobody else could have done it.
- d) There is nothing wrong with me.
- e) Everybody hates liar.
- f) It is a good book.
- g) He was a fool to act thus.
- h) Their glory can never fade.
- i) It is useless to go there.
- j) This is not the way you return my kindness.

2.3.4 Change the following into Assertive Sentences.

- a) Is there any thing wrong with me?
- b) Who doesn't like a rose?
- c) Shall I ever forget a friend like you?
- d) Who else could have done it?
- e) What does it matter if we lose?
- f) Who is to bell the cat?
- g) Aren't the beauties of Nature beyond description?
- h) Isn't he absent from the meeting?
- i) Is he a brilliant student?
- j) Who could ever count my love for you?

Lesson - 3 : (Continued)**2.7 Assertive to Imperative:**

Assertive	Imperative
You should write the letter.	Write the letter.
You speak the truth.	Speak the truth.
You are requested to quit the place.	Please quit the place.
You don't tell a lie.	Don't tell a lie.
You shouldn't go out of the room.	Don't go out of the room.
You should never tell a lie.	Never tell a lie.
He plays football.	Let him play football.
We should help the poor.	Let us help the poor.
We do not dislike the farmers.	Let us not dislike the farmers.

Exercise

2.7.1 Change the following into Imperative Sentence:

- You shouldn't go out if it rains.
- Unless you leave the room you'll be punished.
- If you are aware of pick-pockets, there will be no trouble.
- If you cross the line, you'll be arrested.
- If you don't speak, you shall die.
- You shouldn't kill your time.
- Zarina wants to go to the parlour.
- Heron plays cricket.
- You should think before you ink.
- We don't look down upon the poor.

2.7 Exclamatory to Assertive

Exclamatory	Assertive
What a nice flower the rose is!	The rose is a very nice flower.
How nice the flower is!	The flower is very nice.
How exciting the adventure is!	The adventure is very exciting.
What a lonely place it is!	It is a very lonely place.
How pretty the bird is!	The bird is very pretty.
Would that I could be a child again!	I wish I could be a child again.
Alas! He has failed!	It is sorrowful that he has failed.
Had I the wings of a bird!	I wish I had the wings of a bird.
Hurrah! We won the game.	It's a matter of joy that we won the game.

2.8 Optative to Assertive.

Optative	Assertive
May God bless you.	God may bless you.
May you prosper in life.	You may prosper in life.
May God grant you a long life.	God may grant you a long life.
May you have a prosperous journey.	You may have a prosperous journey.
Long live Bangladesh.	Bangladesh may live long.
Long live the President.	The President may live long.
Curse befall on the terrorists.	Curse may befall on the terrorists.
Good morning, Ms. Nishat	Somebody wishes Ms Nishat good morning.
Good bye to you all	Somebody bids good bye to all of you.

Exercise

2.9 Change the following into **Exclamatory Sentence**:

- a) You are a great fool.
- b) He is very foolish.
- c) The man is very talkative.
- d) His youngest daughter is very powerful.
- e) I wish I had been a king.
- f) I wish I could fly in the sky.
- g) We rejoice that we are victorious.
- h) I am aggrieved that I am undone.
- i) The sight is very pathetic.
- j) It is a very fine picture.

Unit 9

Degrees of Comparison.

Lesson- : 1

Read the following sentences:

- a) My teacher Mr. Delwar is a **Wise** man.
- b) Mr. Delwar is **wiser** than any other teacher.
- c) The great Prophet (sm) is the **wisest** of all other teachers.

An adjective expresses the quality of a Noun. But the quality is graded like the adjectives in sentences a, b, and c. (wise, wiser, wisest) These forms or grades are known as the Degrees of Comparison. The three forms are known as Positive Degree, Comparative Degree and Superlative Degree.

- a) A positive degree takes 'asas/soas' when it is compared.
Mr. Mohammad is not as **old** as Mr. Malck.
- b) 'Than' is used after the comparative degree of the quality of 'a noun'
Mr. Malek is **older than** Mr. Mohammad.
- c) Some latin comparatives junior, senior, inferior, prefer take 'to' for 'than'
as-
He is senior **to** me.
- d) Superlative degree is preceded by 'the' 'of' or 'in' follows it.
Hazrat Muhammad (Sm) is **the greatest** Prophet in the world.

Formation of Comparatives and Superlatives

- i) All monosyllable and some dissyllable adjectives take 'er' to form their comparatives and est/st to form their superlative degrees.

Positive	Comparative	Superlative
black	blacker	blackest
brave	braver	bravest
bright	brighter	brightest
cheap	cheaper	cheapest
clean	cleaner	cleanest
close	closer	closest
cold	colder	coldest
dear	dearer	dearest
deep	deeper	deepest
fair	fairer	fairest
fast	faster	fastest
few	fewer	fewest
fine	finer	finest
great	greater	greatest
green	greener	greenest
high	higher	highest
large	larger	largest
light	lighter	lightest
long	longer	longest
low	lower	lowest

Positive	Comparative	Superlative
new	newer	newest
noble	nobler	noblest
poor	poorer	poorest
quick	quicker	quickest
rich	richer	richest
safe	safer	safest
short	shorter	shortest
simple	simpler	simplest
slow	slower	slowest
small	smaller	smallest
soft	softer	softest
strong	stronger	strongest
sweet	sweeter	sweetest
tall	taller	tallest
thick	thicker	thickest
weak	weaker	weakest
wise	wiser	wisest
young	younger	youngest

- ii) If a one syllable adjective ends in a vowel + consonant, the consonant becomes double when er/est is added.

Positive	Comparative	Superlative
big	bigger	biggest
fat	fatter	fattest
fit	fitter	fittest
glad	gladder	gladdest
hot	hotter	hottest
red	redder	reddest
sad	sadder	saddest
thin	thinner	thinnest

- iii) If a one syllable adjective ends in consonant +y, the 'y', is changed into 'i' when 'er/est' is added for Comparative and Superlative.

Positive	Comparative	Superlative
busy	busier	busiest
dirty	dirtier	dirtiest
dry	drier	driest
easy	easier	easiest
happy	happier	happiest
healthy	healthier	healthiest
heavy	heavier	heaviest
hungry	hungrier	hungriest
lovely	lovelier	loveliest
ugly	uglier	ugliest

- iv) But vowel + y is not changed into ier/ist

Grey greyer greyest Gay gayer gayest

- v) Adjectives more than two syllables form their comparatives/ superlatives by adding 'more' to the comparative form and 'most' in the superlative.

Positive	Comparative	Superlative
active	more active	most active
attentive	more attentive	most attentive
beautiful	more beautiful	most beautiful
careful	more careful	most careful
comfortable	more comfortable	most comfortable
difficult	more difficult	most difficult
dutiful	more dutiful	most dutiful
famous	more famous	most famous
generous	more generous	most generous
interesting	more interesting	most interesting
obedient	more obedient	most obedient

- vi) The following adjectives follow no rules but form their comparative and superlative degrees irregularly

Positive	Comparative	Superlative
bad	worse	worst
far	farther	farthest
fore	former	foremost
good	better	best
in	inner	inner most
late	later/latter	latest/last
little	less/lesser	least
many	more	most
much	more	most
old	older/elder	oldest/eldest
out	outer	out most
up	upper	upper most

Lesson - 2**Transformation of the sentences containing the degrees of comparison to each other.****11. Superlative to Positive**

- a) Superlative- Shakespeare is the greatest dramatist in the world.
Positive- No other dramatist is so great in the world as Shakespeare.
- b) Superlative - My mother is the best housewife in the world.
Positive- No other housewife is as good as my mother.
- c) Superlative - Mr. Zaman is the best teacher in school.
Positive- No other teacher in our school is as good as Mr. Zaman.
- d) Superlative- Mr. Masir is one of the wisest offices in the office.
Positive- Very few offices in the office are as wise as Mr. Masir.
- e) Superlative- Gold is one of the most valuable metals in the world.
Positive- Very few metals in the world are as valuable as gold.

1.2 Positive to Comparative.

- a) Positive : Karim is as ferocious as a tiger
Comparative : A tiger is not more ferocious than he.
- b) Positive : He is as intimate to me as to you
Comparative : He is not more intimate to you than to me
- c) Positive : Hamid is at least as competent as any other man.
Comparative : He is not less competent than any other man.
- d) Positive : Farah is as beautiful as Miranda.
Comparative : Miranda is not more beautiful than Farah.
- e) Positive : No other girl in the class is as tall as Farhana.
Comparative : Farhana is taller than any other girl in the class.

1.3 Superlative to Positive

- f) Superlative : Rubina is the most intelligent girl in the class
Positive : No other girl in the class is as intelligent as Rubina.
- g) Superlative : Fahmeeda is the fastest runner in the school.
Positive : No other runner is as fast as Fahmeeda in the school.
- h) Superlative : My father is the best teacher in our school.
Positive : No other teacher in our school is as good as my father.
- i) Superlative : Runa is the most favorite singer in Bangladesh
Positive : No other singer is as favorite as Runa in Bangladesh.

1.4 Comparative to Superlative

- a) Comparative : Haider is older than any other man in the village
Superlative : Haider is the oldest man in the village.
- b) Comparative : He is more active than any other person
Superlative : He is the most active person.
- c) Comparative : Milk is more nutritious than any other food
Superlative : Milk is the most nutritious food.

1.5 Interchange of Degrees.

- a) Superlative: Saudia is one of the best airlines in the world.
Comparative : Saudia is better than most other airlines in the world.
Positive : Very few airlines are as good as Saudia.
- b) Superlative: Tahmeed is one of the wisest boys in the class.
Comparative : Tahmeed is wiser than most other boys in the class.
Positive : Very few boys in the class are as wise as Tahmeed is.

Exercise

2.1 Turn the following sentences as directed in the brackets:

- 1) Mohsin was the most kind man in the world. (Positive)
- 2) Shakespeare is the greatest of all dramatists. (Comparative)
- 3) English is one of the richest languages in the world. (Positive)
- 4) January is colder than any other month. (Comparative)
- 5) The tiger is more ferocious than most other animals. (Positive)
- 6) English is not easier than most other subjects. (Superlative)
- 7) A bus can run fast as a rickshaw. (Comparative)
- 8) Raida is not as intelligent as Sayeeda. (Superlative)
- 9) This knife is not as blunt as that one. (Comparative)
- 10) A bird cannot fly as fast as an aeroplane. (Comparative)
- 11) The man is as cunning as a fox. (Comparative)
- 12) No other city in Bangladesh is as large as Dhaka. (Comparative)
- 13) Samira is the tallest girl in the class. (Positive)
- 14) Gold is one of the most precious metals. (Positive)
- 15) Shakespeare is one of the greatest dramatists in the world. (Comparative)
- 16) No other man in the village is as wise as Mr. Zaman. (Comparative)
- 17) No other story book is so popular as the Arabian nights. (Comparative)
- 18) Mina is not more beautiful than Rina. (Positive)
- 19) Tamal is more intelligent than all other boys in the class. (Superlative)
- 20) No other city in Bangladesh is so big as Dhaka. (Superlative)

2.2 Turn the following sentences as directed in the brackets:

- a) Iron is more useful than most other metals. (Positive)
- b) The pen is mightier than the sword. (Positive)
- c) The Sonargaon is more expensive than most other hotels. (Superlative)
- d) Kamal is one of the most intelligent boys in the class. (Positive)
- e) The cow is more useful than all other domestic animals. (Positive)
- f) Hamlet is more popular than most other dramas. (Superlative)
- f) Chittagong is bigger than any other sea-port of Bangladesh. (Positive)
- g) Akbar was greater than all other kings of India. (Positive)
- h) Sadek is taller than most other students in the class. (Superlative)
- i) The rose is lovelier than most other flowers. (Positive)
- j) Mr. Taher is the noblest person in our area. (Positive)
- k) No other girl in the class is so good as Samira. (Superlative)
- l) Very few ports of Bangladesh are as great as Nazrul. (Comparative)
- m) Calcutta is the largest city in West Bengal. (Comparative)
- n) Rahim is the best boy in the class. (Positive)
- o) Shakespeare is the greatest dramatist. (Positive)
- p) Student life is the most valuable part of men's life. (Comparative)
- q) Honesty is the best policy. (Positive)
- r) Akbar was greater than all other kings of India. (Superlative)
- s) The room is the most ventilated one in this floor. (Positive)
- t) The rose is the nicest of all flowers. (Comparative)
- u) History is one of the noblest subjects. (Comparative)
- v) A banyan tree is one of biggest trees in Bangladesh. (Positive)
- w) A Cobra is one of the most poisonous snakes. (Positive)

Unit 10

Lesson 1 : Conditional Sentences

If + past simple + would/should + base form of verb

Look at these sentences

If I were the Mayor of Dhaka City, I would arrange to keep the city clean.

If I were rich, I would go abroad.

We use 'If I were' 'If he were' in the 'if clause' (conditional clause) to refer to something imaginary and in the main clause we use past future: would + base form of the verb.

Look at the examples:

a. If I had a lot of money, I would buy a car.

b. If I had a house in Dhaka, I would be very happy.

Note that if the past form of be verb is used, it is followed by a noun or adjective (the mayor, or rich) In the second set of conditional sentences the verb is 'had' followed by an object (noun or pronoun), the main clause remains the same as the first set.

a. We also use 'would' in the if-clause to make a request :

b. If you would sit here, I would give you a cup of tea. (Please sit here).

Read the Sentences:

a) If it rains, I'll not go out.

b) Were I rich, I'd help the poor.

Sentences above express a condition each. After the fulfillment of one condition, another one occurs. In that case they are conditional sentences. The portion or clause preceded by 'if' is termed as if clause.

The sentence containing 'if clause' is known as open conditional sentence and the sentence except 'if clause' expressing a condition is called closed conditional sentences.

Conditional Sentences are of three classes they are:

- a) First conditional of Probable conditional sentence.
- b) Second Conditional or Improbable Conditional Sentence.
- c) Third Conditional or Impossible Conditional Sentence.

1.1 First Conditional Sentence

Read the following Sentences:

- 1.1 a) If you go by train, the journey will be less expensive and less time consuming.
- b) If you agree, I will help you.
- c) Have a cup of tea if you like.

In such a sentence:

- (i) The verb of the Subordinate Clause occurs in the Present Indefinite Tense.
- (ii) The verb of the Principal clause shall be in the Future Indefinite Tense or sometimes in the Imperative Mood.

For example:

- a) If you read attentively, you will succeed.
 - b) Go home straight if you like to meet your maternal uncle.
- (iii) If the sentence begins with if clause.
- a (,) comma is used after the clause. But a comma is not needed after the clause if the sentence starts with the principal clause. e.g.
 - a) It may rain if the sky is cloudy.
 - b) If the sky is cloudy, it may rain.

'If + Present + Future' is the structure of the First conditional sentence. But there might be some exceptions.

- a) 'If + Present + may/might' is the first exception e.g.
- (i) If you can run fast, you may possess first position.
 - (ii) If he is skilled in driving, he might get the job.
- b) To indicate permission 'If + Present + can/may e.g.
- (i) If you feel strong enough, you may walk 20 meters at a stretch.
 - (ii) If you like, you may sing a song.
- c) If the principal clause of the sentence expresses request, command or order, the structure may be 'If + Present+ should/must/ had better' e.g.
- (i) If you feel drowsy, you had better go to bed.
 - (ii) If he wants to live a healthy life, he should eat a balanced diet.
 - (iii) If they want to lead a successful life, they must be laborious.
- d) To express a scientific truth, habitual fact or an automatic result, we use 'If+ Present + Present. For Example:
- (i) If you run in the sun, you become sick
 - (ii) If anybody rises early, he gets enough time to work.
 - (iii) If you clean your teeth regularly, you feel fresh all the time.
 - (iv) If prices get high, demand of the goods decreases.

It is not mandatory that 'if clauses' must be in the present tense. There are some variations of the 'If + Present clause. They are:

- a) If + Present Continuous
- (i) If you are suffering from headache, you'll consult a physician.
 - (ii) If you need the lost pen, you should look for it inside the room.
- b) If + Present Perfect
- (i) If they have not enough money, they'll fail to build the road.
 - (ii) If you haven't learnt well, you'll fail to answer to your teacher.

All the sentences formed according to the structure 'If + Present + Future are complex sentences. On the other hand these are also treated as probable conditional sentences.

Some examples:

- i) If you run fast, you may/might get the train.
- ii) If you have finished your home work, you can go to the field.
- iii) If you practise speaking English regularly, you can speak English fluently.
- iv) If you make a noise in your class, the class beside you will be disturbed.
- v) If you secure GPA-5, you get admission in a good college.
- vi) If you eat more, you'll suffer from stomach-ache.
- vii) If you go out in the rain, you will suffer from cold.
- viii) You will be a liar if you tell lies.
- ix) The pied piper will rid the town of rats if his demand is fulfilled.
- x) I may help you if you help me.

1.2 The Second Conditional Sentence

The Second conditional sentences are also called Improbable Conditional Sentences. Such sentence indicates to impractical, impossible or unexpected affairs.

Such a sentence contains some qualities-

- i) The 'if clause' of such an improbable sentence would be in the past tense
- ii) The structure of the principal clause would be- 'would + verb (bare infinitive). The tense of such verb is called conditional tense.
- iii) Though the tense of the verb of the 'if clause' is in the past form it indicates to the Present or Future form without indicating to the past.

subject+ were/Past form of verb+ object. + subject + would/ should + verb (present form) + to+ object

For example :

- i) If I had a bike, I would let you drive it.
- ii) If I know his nick name, I'd call him by this
- iii) If I had a pen, I'd lend it to you.
- iv) Everybody would call me names if I committed a fault.
- v) What'd you do if you were the President of the country?
- vi) I'd establish a hospital if I had enough money.
- vii) If I left the sack, it'd mean a loss.
- viii) If I were you, I'd buy an expensive car.
- ix) If I had enough time, I'd have visited the suffering people.
- x) If I were attacked by a criminal, I'd have caught hold of him.

Note :

- i) The 'if clause' expresses opposite condition of practical information.
- ii) It is expected that the incident of the 'if clause' doesn't happen in such conditional sentences e.g.
 - a) If you lined with unwanted people, you would be sorry.
 - b) If he fell in a trap, he would lose his belongings.
- iii) Improbable conditional sentences are sometimes used to indicate 'Possibility like the probable conditional sentences. e.g.

If we worked together like a team, the project would be finished in time.

- iv) Could/might may be used in place of would/should in the main clause of an Improbable conditional sentences. e.g.
 - a) If you worked seriously, you might do the work successfully.
 - b) If you started punctually, you could attend the class in time

- c) If you set out earlier, you might catch the train.
- v) 'would/could/might + be + verb + ing' may be used in the main clause of the Improbable conditional sentence. e.g.
 - a) If I knew this before, I would not have gone there.
 - b) If I had enough money, I'd be doing the research in a foreign country.
- vi) The structure 'If + Past + Past' can be used in the Improbable Conditional Sentence / Second Conditional Sentence as it is in case of 'If + Present + Present' in the first Conditional Sentence. e.g.
 - a) If I desired to buy a pen, I bought it.
 - b) If I knew you, you'd not have to suffer so.

Some examples :

- i) If I were a bird, I'd flew to you.
- ii) If we visited him, he would be happy.
- iii) If he stopped smoking, he would not suffer from Bronchitis.
- iv) If I were an examiner, I would award good marks.
- v) If I were an English teacher, I'd speak English fluently.

Exercise**1. Use first conditional to complete the sentence**

- a) If you repay the loan,
- b) If he drinks tea too much,
- c) If the leader works sincerely,
- d) If you keep the door unlocked,
- e) If many students stand on adias,
- f) If you agree to my proposal,
- g) If somebody gets greedy,
- h) If the wind blows gently,

i) If you show pity to the distressed,

j) People are called martyrs if

2. Complete the following sentences using second conditionals

i) If it rained heavily,

ii) If the cat was hungry,

iii) If I had enough money,

iv) If you were honest,

v) If I were present there,

vi) If you took that glass of drink,

vii) If he needed so much money,

viii) if I met him.

ix) if he worked till dusk.

x) if I applied for the post.

3. Complete the following sentences.

a) If I had billions of money,

b) She would not fail in her attempt if,

c) If I flew by air,

d) if I got a green card

e) I might get a job if

f) If I were a bird,

g) If he was late for his interview,

h) if you denied the truth.

i) if I were a king.

j) he could buy the book.

4. Complete the following complex sentences

- i) If you go out in the sun,
- ii) The sky becomes darker if
- iii) If you don't be industrious,
- iv) Your father will give you a shirt,
- v) You will be sick
- vi) the dog will bite you.
- vii) I shall be very happy.
- viii) If you practise speaking English,
- ix) Wait here if
- x) Go to play if you

Exercise

Rewrite the following sentences using the structure if + past simple+ would/could. Use negatives where necessary.

- a. If I (have) wings, I (fly).
- b. If I (have) a lot of money), I (buy) a house
- c. If I (be) the Prime Minister, I (help) the beggars.
- d. If I (be) the Education Minister, I (ensure) effective teaching of English.
- e. If I (be) a doctor, I (give) free treatment to the poor.
- f. If I (have) a car, I (go) round the country.
- g. If I (be) rich, I (set up) a hospital in my village
- h. If I (get) good grades in all subjects, I (be) very happy.
- i. If I (speak) English fluently, I (be) delighted.

Unit 11

Lesson 1 : Articles

1.1 The three words 'a', 'an' and 'the' are called articles. These are also Demonstrative Adjectives.

1.2 Articles are of two types : Indefinite Article and Definite Article.

Indefinite Articles :

A or an is called Indefinite article. They do not point out any person or object particularly. Such articles point out the nouns in general.

A teacher teaches his students.

An orange is a delicious fruit.

Here 'a teacher' is not a particular person and 'an orange' indicates to any orange.

Definite Article :

'The' is termed as Definite Article. It points out any particular person or object, but not in general.

The head master entered the school campus.

Here 'the headmaster' is a particular person.

1.3 'A' is used before a word beginning with a consonant sound.

A man is known by the company he keeps.

A cow is a useful animal.

A boy, a woman, a horse, a hole, a university etc.

1.4 An is used before a word beginning with a vowel sound.

An ass is a domestic animal.

An enemy, an orange, an inkpot, an umbrella, an heir, an honest man, etc.

Therefore, the choice between *a* and *an* is determined by sound.

1.3 The definite article- 'The' is used to indicate a person or an object definitely.

Our class teacher dislikes **the naughty boy**.

The book you want is out of print.

The use of articles and the omission of Articles have been vividly described in the previous book. Let us revise them through some exercises.

2.1 Exercise-

Articles

1. **Insert appropriate** articles in the blanks in the following sentences:

- a) Dr. Islam is - F. R. C. S.
- b) The girl has eaten - orange.
- c) I saw - one-eyed beggar.
- d) Aristotle was one of- wisest men who ever lived.
- e) Mr. Jones is - European.
- f) There was- certain charm about him.
- g) You are - Nawab Khan Jahan, I see.
- h) It will take - hour to reach our destination.
- i) He is - M. A.
- j) I met -one-eyed beggar in the street.
- k) The King has - hair.
- l) He has - unique position in society.
- m) The teacher pulled the boy by - ear.
- n. He is- M.A. of Dhaka University.
- o. Can you speak English like- English?

- p. I met-one-eyed beggar in the street.
 - q. He is better of -two brothers.
 - r. The Bangalees are-brave nation.
2. **Fill in the blanks with appropriate articles:**
- i) He is - best boy of his class.
 - ii) She ate - apple.
 - iii) We have - university at Dacca.
 - iv) Mr. Karim is - M.A.
 - v) He has gone out for - walk.
 - vi) The cow is - useful animal.
 - vii) - rose smells sweet.
 - viii) - Pacific is the largest ocean in the world.
 - ix) The Universe is -handwork of God.
 - x) He lost - one-taka note.
 - xi) Narayangonj is - Dundee of Bangladesh.
 - xii) He struck me on - head.
 - xiii) It will take me - hour to finish the work,
 - xiv) Everybody likes - honest man.
 - xv) You are-Nazrul, I see.
 - xvi) He is-university student.
 - xvii)Tutul has seen - one-eyed man.
 - xviii)I have read - Bible
 - xix) Jahanara is - M.A., B. Ed.
 - xx) Dhaka stands on - Buriganga.
 - xxi) We enjoyed -one-act drama last night.
 - xxii) This is - unique position.

- xxiii) Nazrul is-Byron of Bangladesh.
- xxiv) He bought - ewe.
- xxv) Man is -beautiful creation of God.
- xxvi) Shylock, the Jew, was - usurer.

3. Use articles, where necessary, in the following sentences ; -

- i) She is most intelligent girl.
- ii) He is Bhim of the village
- iii) You are Byron, I see.
- iv) He occupied unique position.
- v) Courage of the girl is known to all.
- vi) I want one-taka note.
- vii) I shall visit U.S.A
- viii) Hindus read Vedas.
- ix) The teacher pulled boy by ear.
- x) He is Honours Graduate.
- xi) Haji Muhsin was always kind to poor.
- xii) Old member of his family is idiot.
- xiii) Of the two brothers Aziz is cleverer.
- xiv) Ulka is very fast train.
- xv) I read Ittefaq everyday.
- xvi) Do not make noise in the class.
- xvii) Virtuous are happy.
- xviii) He is honest boy.
- xiv) Gold of Mysore is pure.

4. Correct the following :-

- i) Dog is an useful animal.
- ii) He came to Dacca from Punjab.
- iii) I saw an one-eyed man.
- iv) He is a honest man.
- v) Ant is industrious insect.
- vi) I pulled him by hand.
- vii) She reads a Quran daily.
- viii) Earth moves round a sun.
- ix) Padma flows by Rajbari town.
- x) I met him in European hotel.
- xi) The copper is useful metal.
- xii) One -taka note will not do.
- xiii) This is finer horse of the two.
- xiv) The Bengali is our mother tongue.
- xv) Rich is always happy.
- xvi) Taj is magnificent building.
- xvii) Titanic went down with all her crew.
- xviii) Always speak truth.
- xix) I took short sleep.
- xx) Your brother is coward.
- xxi) English speaks English fluently.
- xxii) Learn the poem by the heart.

Unit-12

Lesson 1 : Passives

	Subject	verb	object
Active	a) Kamal	helped	the blind man.
Passive	b) The blind man	was helped	by Kamal.

In the passive the object of an active verb becomes the subject of the passive. The blind man in a) becomes the subject of the passive verb in b).

Notice that the subject of the active sentence is followed by *by* in a passive sentence. The noun that follows *by* is called the agent. In (b) The blind man is the agent.

(a) and (b) have the same meaning.

Active (c) An accident happened.

Passive : (none)

Only transitive verbs (verbs that can be followed by an object) are used in the passive.

Form of the passive: be + past participle:

Active

Simple present: Mina helps the beggar.

Present continuous: Mina is helping the beggar.

Present perfect: Mina has helped the beggar.

Passive

The beggar is helped by Mina.

The beggar is being helped By Mina.

The beggar has been helped by Mina.

Simple past: Mina helped the beggar.

The beggar was helped by Mina.

Past continuous: Mina was helping the beggar.

The beggar was being helped by Mina.

Past perfect: Mina had helped the beggar.

The beggar had been helped by Mina

Simple future: Mina will help the beggar.

The beggar will be helped by Mina.

Be going to: Mina is going to help the beggar.

The beggar is going to be helped by Mina.

Future perfect: Mina will have helped the beggar.

The beggar will have been helped by Mina.

Question Form

- a. Was the beggar helped by Mina?
- b. Is the beggar being helped by Mina?
- c. Has the boy been helped by Mina?

In the question form of the passive verbs, an auxiliary verb precedes the subject.

Exercise

Change the active to the passive.

1. Ali opens the window.
The window-----by Ali.

2. Ali is opening the window.
The window-----by Ali.
3. Ali has opened the window.
The window-----by Ali.
4. Ali opened the window.
The window -----by Ali.
5. Ali was opening the window.
The window-----by Ali.
6. Ali had opened the window.
The window-----by Ali.
7. Ali will open the window.
The window-----by Ali.
8. Ali is going to open the window.
The window-----by Ali.
9. Ali will have opened the window.
The window-----by Ali.
10. Is Ali opening the window?
Is the window-----by Ali?
11. Did Ali open the window?
Was the window -----by Ali?
12. Has Ali opened the window?
The window----- by Ali?

Exercise

1. Change the active to passive.

Example:

Active : Nazrul Islam wrote 'Bidrohi'.

Passive : 'Bidrohi' was written by Nazrul

- a. Salesmen and women serve customers.
 - b. The teacher is going to explain the poem.
 - c. The headmaster has suggested a new plan.
 - d. Monica will invite her friends to her birthday party.
 - e. Ahmed is preparing a report.
 - f. Two cows are pulling the farmer's plough.
 - g. Jamal has returned the book to the library.
2. Change the passive to active.
- a. That painting was drawn by Joinul Abedin.
 - b. The snake was killed by Hakim.
 - c. The bridge was destroyed by the floods last year.
 - d. He was admitted to hospital.
 - e. The boy is admired by everybody.

Lesson 2 : Passives (continued)

Using the passive *without by-*

- a. Jute is grown in Bangladesh.
- b. This bridge was built last year.
- c. Sugar is imported from Brazil.

The passive is more frequently used when it is not known or not important to know without *by* exactly who performs the action. In a) jute is grown in Bangladesh by people, or by farmers. It is not important to know exactly who grows jute in Bangladesh. a), b) and c) illustrate the most common use of the passive, i.e. without *by*

- d. Macbeth was written by Shakespeare.

by- is included only if it is to know who performs an action as in d) where by Shakespeare is important information.

- e. My mother made that cake.

If the speaker knows who performs an action usually the active is used as in (e).

- f. The rug was made by my grandmother.

Sometimes even when the speaker knows who performs an action, s/he chooses to use the passive with *by* because s/he wants to focus attention on the subject of a sentence. In (f) the focus of the attention is on the rug.

Exercise

1. Explain the use of the passive in the sentences. For purposes of comparison, form possible active equivalents.
 - a. This camera was made in Japan.
 - b. English is taught as a compulsory subject at the school level in this country.
 - c. The World Cup Games are being televised all over the world.
 - d. This article is written by Hossain.
 - e. That cake was not made by my mother.
 - f. The President has not yet given his consent to the bill.
 - g. The National Memorial is visited by hundreds of people every day.

2. Change the active sentences to the passive if possible. Some of the verbs are intransitive and cannot be changed. Keep the same tense.
- People grow tobacco on a large scale in Rangpur.
 - My friend came here yesterday.
 - Someone beat him last night.
 - An accident happened in Gulshan yesterday.
 - Someone was making tea when I entered the room.
 - My sister's bus will arrive at 2 p.m.
 - They are going to build a new hospital next year.
 - When someone invented the computer.
 - Hasan's daughter drew that picture.

3. Use the words in the list to complete these passive sentences

build	frighten	report
cause	invent	spell
confuse	kill	surprise
divide	offer	surround
expect	order	wear.

- The electric light bulb-----by Thomas Edison.
- The house-----by a high wall.
- The class was too large, so it-----into two sections.
- The rat-----by the cat.
- The accident-----by reckless driving.
- Last week I-----offered a job at a bank.
- He-----by the news.
- The children-----when they heard strange noises in the house.
- The accident -----in the newspaper.
- A watch-----around the wrist.
- He-----to come today.
- The students -----to vacate the hostel immediately.

Lesson 3 : Passives (continued)

The passive form of modals

The passive form: modal + be + past participle

- a. Bina will be delighted to hear the news of her brilliant result.
- b. The window can't be opened.
- c. Children should be taught good manners
- d. He may be excused from class as he is sick.
- e. The letter ought to be sent as soon as possible.
- f. The students have to be informed of the change of exam schedule.

The past passive form: modal + have been + past participle

- a. The letter should have been sent last week.
- b. This building must have been built over a hundred years ago.
- c. You ought to have been punctual.

Exercise

1. Complete these sentences with the given words, active or passive.

- a. Mina (should + tell) the news of her mother's illness.
- b. I (may + offer) a job soon.
- c. Meat (must + keep) in the fridge.
- d. These books (have to + return) by Monday.
- e. You (may + be + fine) if you don't pay the electricity bill by tomorrow.
- f. The class (ought to + divide) into two sections because it is too large.
- g. The meeting (should + hold) on time.
- h. The money (should + distribute) among the poor.

Lesson 4 : Passive Voice (revision)

In the active voice the subject performs the action, but in the passive voice the subject is the person or thing that receives the action.

Active	Subject	Verb	Receiver
	The fire	destroyed	the factory.
Passive	The factory was destroyed by the fire.		

Sentences in the passive voice always contain a form of be + past participle form of the main verb.

Word order patterns for passive sentences

	Subject	Auxiliaries	Be	Main Verb	Object
a.	English		is	taught	by our new teacher.
b.	Money	should	be	spent	carefully.
c.	Equipment	must	be	set up	by laboratory assistants.
d.	Another teacher had		been	assigned	the same subject.

Other Possible Patterns

- Lectures are being given in the auditorium.
- Lectures have been given in the auditorium
- Lectures must have been given in the auditorium.
- Lectures ought to have been given in the auditorium.
- Lectures could be given in the auditorium.
- Lectures had to be given in the auditorium.

When to use the passive voice

- When we don't know who perform the action
 - Lead pencils are made in China.
 - He was beaten last night.

2. When it is preferable not to mention the performer.
 - a. He was given some bad advice
 - b. She was told that her English was so good.
3. When we wish to emphasize the receiver rather than the performer
 - a. He was assigned a project.
 - b. She was respected by everybody.
 - c. The disease was detected quite early.
4. In situations of social and historical significance
 - a. Macbeth was written by Shakespeare.
 - b. The Mona Lisa was painted by Da Vince.
 - c. The electric light was invented by Edison.

Exercise

- 1 Distinguish between the active and passive sentences.
 - a. Birds fly to warm countries in winter.
 - b. Courses are completed by the end of November.
 - c. The leaves change color at the beginning of winter.
 - d. The leaves are blown off the trees by the wind.
 - e. The hedge is occasionally pruned.
 - f. Ponds become dry in winter.
 - g. Children must be taught manners.
 - h. The ground has to be ploughed and crops have to be planted.
 - i. Money should not be wasted.
 - j. Dogs bark.
 - k. We celebrate our National Days

- l. He has been injured in an accident
- m. We cry when we are in pain.
- n. He teaches us English.

2 All of the verb constructions in the following sentences are active. Which would sound better in the passive? Change them accordingly.

- a. Mr Helal went to Chittagong on a business trip last week.
- b. He arrived at his hotel at 5 p. m.
- c. He asked what time the waitresses would serve breakfast.
- d. He bought magazine and went to his room.
- e. The furniture in the room was expensive.
- f. Some manufacturers had made it.
- g. The look of the room pleased Mr Helal.
- h. Someone had designed it for comfort.
- i. He sat down in an armchair and began to read the magazine.
- j. He was reading of a maid servant.
- k. The mistress of the house maltreated her.
- l. So she ran away.
- m. A kindly man picked her up.
- n. He took her home.
- o. He sent her to school
- p. In due course she passed her SSC exam.
- q. The man married her off to a nice young man.

3. Change the following sentences from active to passive. Include the agent only when it is appropriate to do so.

- a. The farmers grow jute in Bangladesh.
- b. These days machines harvest corn.

- c. The farmers store the corn in go -downs.
 - d. An architect designed this mosque.
 - e. Everybody admires the design.
 - f. Our school organized a debate last week.
 - g. Altogether ten students took part in the debate.
 - h. Everybody listened to the arguments with attention.
 - i. They applauded the speakers frequently.
 - j. At the end of the debate they took a vote.
 - k. Team B won the debate.
 - l. We enjoyed the debate.
4. Mention the name of a world famous piece of literature and tell who wrote it. Use a passive construction.
- a. Mention the name of a Bangla book you like most and tell who wrote it. Use a passive construction.
 - b. Mention a world famous discovery or invention and tell who discovered or invented it. Use a passive construction.
5. Write five sentences in the passive voice and explain why each of your sentences should be expressed in the passive voice.
1. Read the following paragraph written mostly in the passive voice.
- In a university a degree programme is divided into a number of courses. Each course is taught by a teacher. The teachers are chosen according to the areas they are interested in. The lectures are presented in a room equipped with multimedia. After the lecture the students are required to answer questions from the teachers. The students are also allowed to ask questions on points they don't understand. Students are also required to make presentation on the book they have been taught. This method of teaching is followed all over the world.

2. Following the model paragraph, write a paragraph of your own on The Method of Teaching in Your School. Use passive voice as far as possible.

Here is another model paragraph in the passive voice

English is taught in this country as required reading, but the students' level of competence in the language has been poor. One of the reasons is that they are not properly motivated. They want to pass the exam, not learn the language. As a skill subject, it is required to be practised a lot. Moreover, the teaching is not effective. Teachers are not trained. Something should be done about it. Unfortunately very little is being done.

3. Following the model, write your own paragraph on How English is taught at your school. Use passive voice as far as possible.

Here is still another paragraph on My Method of Writing

I am a writer. A lot of my time is spent on writing. As soon as my breakfast is finished, I go to my writing table. The table is neatly arranged. The books are placed on one side and the papers are placed on the other. As I write all kinds of things, the topic has to be decided on first. Then I think out ideas which are jotted down. The ideas are developed quickly. The writing is revised again and again until I am satisfied.

4. Following the model write on Your Method of Work. Use passive voice as far as possible.

Unit 13

Lesson 1 : Subject-verb Agreement (revision)

Agreement (Concord) of number

With all verbs except **be** the question of number agreement arises only in the present tense:

He knows-----they know

In the past tense there is no concord variation:

He knew-----They knew

Be differs from other verbs in having many forms (am, is, are) in the present tense: I am sure

He is sure.

They are sure.

Be is also exceptional because it has two forms was (singular) and were (plural) in the past tense.

Pronoun agreement

A pronoun which refers back to a singular noun phrase is in the singular and a pronoun which refers back to plural noun phrase is in the plural:

He lost his life.

They lost their lives.

Notional agreement

Sometimes the singular form of a noun can be treated as plural.

The public are getting tired of these strikes.

This is called notional concord because the verb agrees with the idea of plural in the group noun (public) rather than the actual singular form of the noun, but it is also possible to treat a group noun as singular. The plural verb after a group noun are more common in British than American English. Here are some more examples:

The audience was delighted with the song.

A committee has been set up to inquire into the matter.

The committee believe that their proposal should be accepted.

The majority of the population in Bangladesh are Muslim.

The government has recognised the need for reforms.

The government have resigned.

Attraction

The basic subject -verb rule of singular subject + singular verb and plural subject + plural verb is sometimes influenced by attraction. This means that the verb tends to agree with a noun or pronoun that closely precedes it, instead of the headword of the subject.

A large number of students have asked me to write a simple grammar of English.

A variety of methods are used in teaching English.

The grammatical heads of the noun phrases (*number and variety*) are singular. But the plural noun in the of-phrase influences the nearby verb. We call this feature 'attraction' or 'proximity' More examples:

No one except his supporters agree with him.

Neither his brother nor his sisters approve his decision.

Concord (agreement) with coordinated subject

When a subject consists of two or more noun phrases joined by **and**, the verb is plural.

Asad and Aslam are brothers.

Monday and Tuesday are very busy days for me.

A singular verb is used when the two nouns represent a single entity.

Bread and butter is what most people have for breakfast.

Law and order is important.

Concord with indefinite expressions of amount. These expressions are; *no* and *none*:

No person of that name lives here. (singular count noun + singular verb)

No people of that name live here. (plural count noun + plural verb)

So far no money has been spent on repairing the road. (uncountable noun + singular verb)

I have ordered the cement but none of it has yet arrived.

With *of*+ plural noun both a singular or plural verb can be used.

None of us is/are happy with the situation.

In conversation a plural verb is the more natural choice.

None of the students have done their homework.

None of my teachers have said anything about it.

None of the teachers were trained.

The same rule applies to *neither* and *either*.

I have sent cards to Bella and Shila, but neither has replied.

The plural pronoun *they* is often used as a replacement of persons ending in *body* and *one*.

Everyone thinks that they know the answer.

Has anybody brought their camera?

Exercise

1. Choose the correct verb in the brackets.

- a. (Have, has) anybody a pen?
- b. None of the students (have, has) brought their homework.
- c. None of the rickshaws (is, are) unoccupied.
- d. Everyone (thinks, think) that the crime rate is on the increase.
- e. No money (have, has) been made available to us.
- f. Time and tide (wait, waits) for none.
- g. Hammer and scythe (is, are) tools for peasants.
- h. Either Rahim or Karim (is, are) responsible for breaking the window.
- i. Ms Hena, as well as her daughter, (is, are) going shopping.
- j. The government (have, has) reduced duties on some essential items.
- k. The inquiry committee (has, have) not yet made its report.
- l. Thunder and lightning often (accompany, accompanies) rain.

Unit 14

Composition

A. Writing Instructions

When you write instructions of any sort, you must combine accuracy of detail with brevity and order.

How to Operate a Radio

Put the plug in and turn the radio on and increase volume by turning knob A to the right. Select wavelength by choosing and depressing J (VHF) K (MW) or L (LW). Select the right station by moving the red needle C to the left or right with knob B. Increase tone by turning knob H to the right.

Language Notes

Use base form of verb:

Turn...

Increase/ turn up

Decrease/ turn down

Means (how to carry out instructions)

By means of.

Sequencing:

First, second, third...

When...

Before -ing...

After...

Next, then, after that...

Finally

How to Improve Your Eyesight

Method One: Palming

Palming is a good exercise for your eyes. To palm, it is necessary to sit, in an armchair or on a sofa; get yourself as relaxed as possible. Then close your eyes and cover them with your hands, crossing them slightly so that the left palm is over the left eye and the right palm over the right eye, both slightly cupped and leaving sufficient space for the nose to be free. Do not press on the eyes. Then with eyes completely covered in this manner, allow your elbows to drop on to your knees. The great point is to have the eyes relaxed and covered with the palms. The more black, the colour that is seen when palming, the more relaxed the state of the eyes. If this is done for ten to twenty minutes twice or three times a day, the improvement in vision should be considerable and this method of relaxation is one of the best methods to the natural treatment of defective vision.

Language Notes:

This passage is about how to do something. In this kind of composition, as has been shown before, you use imperative sentences. You omit the subject you and begin with the verb in its base form: close your eyes, cover them, do not press your eyes, allow your elbows to drop.

The main tense form is the simple present tense.

Passive voice is also used frequently.

In this method the eyes are rested much more effectively than any other method.

There is also a conditional sentence of type 1

If this is done for ten minutes.....

The method of developing the passage is to describe the whole process step by step until the instruction is over.

Vocabulary**Nouns**

armchair
sofa
position
eyes
hands
palm
method
improvement
relaxation
assets
treatment
vision

Verbs

palm
close
cover
cross
leave

Pronouns

you
your
yourself
them
themselves

Adjectives

necessary
comfortable
relaxed
left
right
sufficient
free
close
black
considerable
greatest
loose

Adverbs

slightly
completely
fairly
very
effectively

Other adverbials expressions:

in an armchair
with your hands
over the right eye
twice or three times a day

on a sofa
over the left eye
in this way

How to Improve Your Eyesight

Method Two: Swinging

Palming directly rests and relaxes the eyes, but there is another method of inducing relaxation of the eyes and the surrounding tissues. This has the effect of relaxing both mind and body at the same time and is immensely helpful in relieving eye tension. This method is called swinging and it is performed as follows:

Stand upright with feet about 12 inches apart, hands loosely at the sides. Then keeping yourself as relaxed as possible, gently sway the whole body from side to side. Raise each heel alternatively from the ground, but not the rest of the foot. This gentle swaying or swinging has the effect of relaxing the whole nervous system and should be practised two or three times a day for five to ten minutes each time.

After swinging for a minute with the eyes open, the eyes should then be closed. Then reopen the eyes for a further moment and so on all the time, alternating between eyes open and eyes closed. If performed correctly, this swinging exercise has very beneficial effect upon the eyes and nervous system. It is the best means of relieving eye strain.

Language Notes

Vocabulary:

Nouns	Pronouns	Adjectives
palming	your	soothing
tissues	yourself	relaxing
ground		whole
swinging		beneficial
strain		surrounding
effect		helpful

Verbs	Adverbs
relieve	immensely
stand	upright
sway	gently
raise	alternately
practise	correctly

Other adverbial expressions:

at the same time	from side to side
two or three times a day	for five to ten minutes
all the time	each for a period of a minute

As usual, mostly imperative sentences have been used. We have also a number of passive constructions. The whole passage consists of some steps and the steps are clearly and systematically mentioned.

Method Three: Blinking

In addition to Palming and Swinging, there is a third method of producing relaxation of the eyes and this through the agency of blinking.

The normal eye blinks at regular intervals all the time it is open; it is done so rapidly, that we do not see it. But in those suffering from defective vision, the eye becomes fixed and strained and blinking is done consciously and with effort.

All sufferers from defective vision should therefore cultivate the habit of blinking frequently and regularly, and thus prevent straining.

Learn to blink once or twice every ten seconds no matter what you may be doing at the time, and especially when reading.

This is a very simple and effective way of breaking up strain. It will enable the sufferer to do more reading than before.

Language Notes**Nouns**

normal
blinking
process
strain

Adjectives

normal
fixed
effective
defective

Verbs

blink
strain
become
blink

Adverbs

rapidly
frequently
regularly
especially

Other adverbial expressions:

at regular intervals

all the time

once or twice every ten seconds

at the time

in addition to

through the agency of blinking.

Note the use of process description:

The normal eye blinks at regular intervals...

It (blinking) is done rapidly

The eyes become fixed and strained...

Blinking is done effortlessly...

In this kind of description simple present tense is used as we find in the examples.

Note also the use of the modal should:

All sufferers from defective vision should cultivate the habit of blinking...

We use this modal to give advice.

Method Four: Cold Water

Cold water is very effective in toning up the eyes and the surrounding tissues and should be used as follows: Whenever you wash yourself before drying lean over the bowl, dip your hands in the water (palms upwards and cupped) raise them full of water to within two inches of your closed eyes. Then splash the cold water on to your eyes smartly, but not violently. Repeat this about twenty times, then dry yourself and rub the closed eyes briskly for a minute or two with your towel.

This will make the eyes glow and it will freshen and tone them up considerably. Do it whenever the eyes feel tired, but in any case it should be performed at least three times a day. It is essential that the water should be cold, not tepid.

Language Notes**Nouns**

bowl

water

eyes

towel

Adjectives

tired

cold

closed

essential

Verbs

wash

lean over

dry

make

Adverbs

smartly

violently

briskly

considerably

Other adverbial expressions:

twenty times

at least three times a day

with the towel

in any case

Sentence patterns:

Most sentences in the passage are imperative and the tense is simple present as in the other passages describing a process. But there are also other tenses used. For instance, here is a sentence of simple future:

This will make the eyes glow and it will freshen and tone them...

Note also the use of the modal should:

...it should be performed at least three times a day

It is essential that the water should be cold...

(The Methods of Improving Eyesight are adapted from the book *Better Eyesight Without Glasses* by Harry Benjamin)

The Marking of Examination Papers

This is how examination papers are marked in Britain. After the paper has been completed by the candidates, it is collected by the invigilator who bundles the papers together and places them, counted and labelled, in an envelope. They are then sent by recorded delivery to the chief examiner, who distributes them for marking. The papers are marked initially by a single examiner. Problem papers are marked and returned to the chief examiner for remarking. In order to sample the marking, the chief examiner selects a percentage of the papers from all examinees and marks them himself or has them marked by a second marker.

Notice that all the paragraphs written above belong to the category of process writing. The following language notes might be of help.

Both active and passive voices are used:

Passive : Yeast is mixed with water

Papers are marked

Active : the chief examiner selects a...

The passive is used frequently in process description in order to focus attention on the object of the process. It would be a good idea if you went through the model texts and wrote down all the uses of the passive.

The imperative sentence is often used in process writing:

- break the eggs
- add milk and sugar
- don't heat too fast

How to send an e-mail

E-mail is a modern method of instant delivery of letters without the help of a personal computer, a modern internet connection, a telephone line or broad band connection. An e-mail account like-Yahoo.com, or hot mail.com is needed too. To send such a mail, logging on the system connected with internet is required. Entering the system we have to type our e-mail address and password. Then we are to select an option. Then the recipients' e-mail address is to be typed. Now we are to go to the 'compose' option. For writing a message recipients e-mail address with date and subject of the mail should be typed. Then the type the actual message. Lastly, through the 'send' option, the mail is sent in a moment. We can also send pictures through e-mail. It is the fastest means of communication. Virus may attack through e-mail. Therefore, virus prevention programme must be installed in the machine.

How to make a cup of tea.

Drinking tea is popular in both towns and villages. But all of us do not know how to make a cup of tea though it is very easy to make. For making tea first you need tea dust, a kettle, some water, sugar, milk liquid or powder, a cup, a spoon, a quarter plate etc. Then boil the water in the kettle. Now put some tea dust and sugar in the boiling water. But the quantity of tea dust and sugar varies from person to person. Some take less sugar and some take average amount of sugar and liquor of the tea. You can mix it with a tea-spoon. Then add lemon juice, ginger and other spices. People like it much. Again add milk with raw tea to have milk-tea. Finally, pour the liquid tea in to a cup with the help of a sieve and tea is ready to serve. Drinking a cup of tea refreshes you and removes your boredom. Thus we can prepare tea within five to eight minutes.

Exercise

1. Following this model, write about how examination papers are marked in

B. Paragraph Writing

My Dining Table

My dining table is 5 feet long, 3 feet wide and 2 and a half feet high. It is rectangular in shape with a beautiful smooth Formica top. The top is covered with a plastic table cloth. The table has four tapered legs with designs on them. Six cushioned chairs are placed around the table. The cushioned chairs are covered with brown fibre cloth.

Curtains

The curtains on the windows are patchwork in design and are made by stitching a lot of different squares of materials with interesting colour combinations. Each curtain is about six feet long and four feet wide and it hangs from a wooden rail which has round plastic rings at intervals along it. The wooden rail is brown and the colours in the curtain are green, blue, white, orange and other colours.

Language Notes

When you describe objects you need language in the following categories:

Measurements (e.g. width, height, length, depth, area)

Shape (e.g. triangular, rectangular, oval)

Colour (e.g. yellow, purple, brown, green, red)

Texture of surfaces (e.g. smooth, rough, ridged, bumpy)

Pattern and decoration (e.g. floral, striped, crisscrossed)

Exercise

Write descriptions of your reading table and watch.

An Ideal Leader

An ideal leader is a person who leads general people towards a welfare society. He hardly thinks of his own comfort. He always thinks of making people happy. He is a farsighted man. He foresees the future of his nation. Accordingly, he draws up a master plan and executes it honestly. An ideal leader has a lion heart. He ignores meanness and respects nobility. He does not compromise with the dishonest people who are the enemies of the nation. All the citizens are equal in his eyes. Nobody gets extra advantage from him. He is impartial in a real sense. He is aware of the flatterers and keeps them far away from him. Fear and doubt are unknown to him because he is honest. Whatever he does, he does for the development of the nation. His integrity is unquestionable. He sincerely loves his people and is loved by the people.

Our Headmaster

The Headmaster of our school is a man of principle. He has a charming personality. We always find him serious. Though he is an aged man, he has a young heart. In class rooms sometimes he laughs and makes us laugh. But he becomes serious very quickly when necessary. He not only teaches us but also encourages us. He also takes part in our cultural activities. He never compromises with the standard of education. If we fail to learn a lesson, he becomes sympathetic and makes the lesson simple. But he becomes very angry if he finds lack of discipline among us. For this reason, we respect him as well as fear him. Other teachers of our school also respect him. Our guardians like him for his honesty and sincerity. We follow his advice.

A Rickshaw Puller

The person who paddles a rickshaw for earning money is called a rickshaw puller. He is poor and usually he does not own a rickshaw. He rents it from its owner. He carries one or two persons from one place to another place in exchange of some money. Sometimes he also carries some objects on his rickshaw. He works eight to twelve hours every day. His work is very hard but the money he can save is not enough to maintain a family. For this reason he

lives in poverty. A professional rickshaw puller is often seen in ill health. He cannot pay the fees of a doctor or buy medicine. So he suffers. Even during his illness he has to work in order to maintain his family. Gradually he becomes weak. Sometimes it is found that very oldmen are pulling rickshaws. It is pathetic but they have no option.

A Farmer

In Bangladesh a rural person who cultivates land is known as a farmer. In most cases he is an illiterate man. He learns farming from his forefathers. He goes out early in the morning and works hard till evening. He produces food for others but his family often starves. It is because many of the farmers of Bangladesh do not own enough land to grow food that he requires for the whole year. Such a marginal farmer cultivates other's land and gets a share of the total product. Moreover, there are natural calamities and attack of crop diseases for which he does not always get the expected production. His labour is not socially recognized though his contribution to the national economy is very significant. In towns we can eat nich, vegetables etc because of the hard labour and contribution of a farmer. We should really respect them. A farmer's life should be improved.

The tree

The tree plays a major role for the welfare of human beings. So it is said that tree is our life to live better and safe. We can not think of an environment without tree. The tree helps us in many ways. It supplies us food, furniture, medicine etc. The tree gives out oxygen without which we cannot live. It gives us food when we are hungry and medicine when we become sick. It also gives so many kinds of flowers. Fruit trees grow all over the country. Trees bring down rains to keep the atmosphere cool and fresh. Trees can be planted all the year round but the rainy season is the best period for plantation.

The river

Bangladesh is a land of rivers. This country is criss crossed by hundreds of rivers. Many rivers spread over the land like a net. Many of these rivers are wide and long. Among them the big rivers are the Padma, the Jamuna, the Meghna, the Karnaphuly, the Teesta, the Buriganga, the Shitalakshma, the Dhaleswary, the Madhumati etc. The small rivers rise in the rains and dry up in the winter. In Bangladesh rivers are slow moving. The rivers bring silt and make the soil fertile. They are also a great source of vitamins, foods wealth etc. We export fish to foreign countries. It is the source of energy. It has a strong current which can produce electricity. It is important for transport too. Waterways greatly help trade and commerce. The rivers help a lot in the progress and prosperity of the country. It plays a great role in our literature as well as in moulding our way of life. The rivers are the sources of joy and sorrow too. Without rivers water transports cannot ply. This is cheaper than other transports. Hat, bazar, bandar etc. grow on the banks of the rivers. Village markets too grow up on the banks. Therefore, the rivers act as the veins of the country without which a country can't remain alive. So, we should take care of them.

Read each of the model texts carefully and look at the language notes which accompany each text. Following the models, write your own description of the following:

Your father

My Mother

Your Brother

Your Sister

C. Writing a composition from a model

The Life of a Day labourer

Bashir is a day labourer. He gets up early in the morning. He has rice soaked in water and some vegetables for breakfast. With a spade and a basket, he goes out for work. He sits in the market place and waits to be hired. Usually he gets hired on building sites. His work includes filling earth, carrying bricks, sand, etc. He has to work from 6 am to 5 pm. The wage he earns, is a little more than tk. one hundred. On his way home he buys rice, vegetables and other items of daily use.

A Newsboy

Belal is a newsboy. Early in the morning he rides on his bicycle to the nearby newsstand and collects various newspapers. Then he goes from door to door and delivers the papers, rain or shine. On a wet day he covers the papers with a sheet of polythene. By nine o'clock, he finishes the work of delivering the papers. He does not get paid everyday. He gets his pay by the first week of the next month. Then he settles his account with the newsagent. He gets commission on the sale. He hands the money over to his mother. She gives him some pocket money.

The Tiger

The tiger is a wild animal. But there are also captive tigers in zoos. Tigers feed on smaller animals. Captive tigers feed on meat supplied by the zoos. Tigers are not only powerful but also beautiful. A tiger can crack the skull of a man as we crack the shell of an egg easily. The tiger's paws are padded, so it can move silently. Its body is covered with brown fur with black strips. This makes the tiger look beautiful.

Vocabulary

Nouns	:	tiger, skull, man, shell, egg, paws, fur, strips
Adjectives	:	wild, captive, smaller, powerful, beautiful, padded, covered, brown, black
Adverbs	:	only, easily, silently
Verbs	:	feed, crack, move, make, look
Prepositions	:	in, by, of, with
Adverbial phrases	:	in zoos, not only..... but also

Note : Simple present tense is used throughout the passage because it describes the looks, nature and habits of the tiger.

Following the models given above, write paragraphs on:

- a. The life of a farmer.
- b. The life of a fishmonger.
- c. The life of a begger

Removal of Corruption

Committing immoral acts is corruption. In other words corruption is immorality i.e. doing things in a dishonest way. The authority or the people in power are the means of corruption. This has spread in an epidemic form. This menace has destroyed all our efforts to advance ahead. It has now become a fashion in the society. But it is considered to be a curse in our national life. The nation will surely be drowned in the darkness, terrorism and anarchy. It is specially dominant in government sectors. Politicians are taking extortions from funds granted for various projects. Businessmen are manipulating markets by controlling prices of essential commodities. Security forces are taking bribes from the criminals not to detect them. The history of the world predicts that the country which is guided by honesty, truthfulness and justice would become successful. Corruption is very deeply rooted among the government officers businessmen, politicians etc. It has gone downwards even to the lower class people. In order to eradicate corruption from the country, whole hearted co-operation from the public is absolutely necessary. The government should have strong will to eradicate it and must show zero tolerance for corruption. Then we can remove corruption from the country .

My School

Everybody is fond of his mother, village, school, country etc. I too love my school. It is Moheshpur High school at Moheshpur Upazila in the district of Jhenaidah. It was established in 1841. Mr. K Islam is our Headmaster. He teaches us English well. Our school has ten classes beginning from class six. Each class has two sections. Each section has seventy students. The classrooms are ventilated and well lighted. It is multistoried and south facing. A play ground is at the front and a big play ground is at the west side of the school. Games like football, cricket etc are played here. There are 20 teachers here. Subject teachers teach the subjects. Teachers are well trained and well educated. It begins at 10:00 am and break up at 4:00 pm. There are many books in our school library and students can borrow easily. The results of Junior scholarship and SSC examinations are remarkable. Credit goes to our Head Master and other subject teachers. I feel proud of my school.

My Parents

Allah is the creator of human beings. He orders us to respect our parents and to be sympathetic to them. I love and respect them. I come of a middle class family. My father is a religious teacher and my mother is a housewife. My father is the only earning member and has taught mother how to read and write. Both of my parents can recite the Holy Quran. They learn the meaning of the Holy Quran. Father doesn't have any bad habit. He works in a madrasah, supervises the discipline there and always remains busy. Sometimes he helps the villagers to solve their problems. Mother takes care of us strictly and manages household works. If we fall ill, my parents become very upset and call in a doctor. If we cut a bad figure in the examination, my father meets our teachers and sees our defects. To me my parents are my model. I try my best to follow them. I am happy with my parents and I am proud of them.

Rose

Flowers are the symbol of love and purity. They are well known for their beauty and fragrance. Some flowers are noted for their fragrance and some are for their beauty. But the rose is favourite to us for its colours and beauty. It is called the queen of flowers. It has no rival in respect of colour and scent. It has colour variety - red, pink, yellow, white etc. It grows on bushes having thorns.

Its mother place was the city of Paris. The Japanese are exceptionally famous for its cultivation. At present all the countries of the world grow rose in plenty. It generally grows from June to November. Some grow all the year round. Its scent is very sweet. It makes us very cheerful. We make rose water and scent from it. It makes people lively, lovely, affectionate, kind and so on. We should cultivate roses in a larger scale.

Nazrul Islam

Kazi Nazrul Islam is the National Poet of Bangladesh. He is the Rebel Poet of the undivided Bengal. He comes of a poor family of the village Churulia in Asansole sub-division of Burdwan district in 1899. He completed his primary education. He served as a primary school teacher, a lato chief, a baker boy and then a soldier. After returning to Kolkata he started to writing poems. The spirit of freedom in his heart led him write fiery poems. Agni Bina, Bisher Banshi, Sarbohara, Sindhu Hidole are some of his works. His songs were exiting. He enlivened the dead souls of the Muslims but once he himself became dumb. He has left for us invaluable contributions. A centre named kabi Bhaban was established for making research on him. A university was also set up after his name. Research activities are conducted there on his works. He was at the same time a poet, a singer, a musician, a novelist, a story writer. He died on the 29th August 1976. We pray for him. May Allah bless him in the life here after.

The Greatest Prophet (Sm.)

The people of the whole world are divided in their beliefs. Some believe in Islam, some in Christianity, some in Buddhism, some in Jewism, some in Hindusim etc. Many of them believe in one creator but differ in respect of prophets. The Muslims believe in Allah, as their creator and Hazrat Mohammad (Sm.) is 'the Last Prophet of Islam.' He is the messenger of Allah. It has been declared that after him no prophet would appear to preach the right path to the human beings on earth. Therefore, he is the last prophet. He is the leader of the prophets. He preached Islam through many hardships and troubles. He was born at Makkah in Arabia in the renowned 'Quraish Family' in 570 AD. Abdullah and Amina were his parents. He lost his father before his birth and mother after six years of his birth. Since his boyhood he spent his

a rich widow, selected him for her husband. He was married at the age of 25 with Khadiza (R). God accepted him as a Prophet at the age of 40 and he started preaching Islam. "There is no God but Allah and Hazrat Muhammad (Sm.) is His messenger." The people of Makkah didn't agree with him and so he left for Madina in 622 AD. The people of Madina welcomed him and helped him in his preaching in all respect. Within a short period the number of his followers increased largely. He lost his wife Khadiza (R) at the age of 50. He fought in many wars and battles, and won over them. The War of Badar was a fatal one. At last his mission was successful. In 630 AD Allah helped him to conquer Makkah and after two years at the age 63 Allah has withdrawn him from the earth. He is the greatest and last prophet of Allah for all people and for all ages.

Dr. Muhammad Shahidullah

Allah has created many great and noble men. Learned Dr. Muhammad Shahidullah was a wonderful creation of Allah on earth. Many people contributed largely for our mother tongue. The invaluable contribution of Dr. Shahidullah towards Bengali Language and literature and even Sanskrit is unforgettable in the history. The greatest scholar Shahidullah was born at 24 Pargana in West Bengal in 1885. He passed the Entrance Examination in 1904. He obtained his BA degree in 1910 and MA in 1912.

He took a degree in Law in 1914. He joined the University of Dhaka as a Professor of Sanskrit and Bengali. He got his Doctorate Degree from Paris in 1928. His "Bangla Shahitter Katha" published in 1953, was the first well arranged history of Bengali literature. He had to remain in sick bed for two and a half years after he had fallen ill in 1966. The great scholar who was a linguist also, left this world on 13 July, 1969 in Dhaka. He was buried in Dhaka University campus. In memory of his contribution a hall of Dhaka University was named after him. We pray for him. May his soul rest in peace.

Exercise

1. Following this model, write about how examination papers are marked in your school.
2. Write a paragraph, based on the model, on the life of a beggar.

D. Writing dialogues**Examples:****A dialogue between a doctor and a patient whose name is Safiq:**

Doctor: Please sit down. What is your name?

Safiq: Thank you. My name is Safiq.

Doctor: How old are you?

Safiq: I'm fourteen years old.

Doctor: What's your problem?

Safiq: I've been suffering from fever for the last five days. I also feel severe pain all over my body.

Doctor: What about your taste and appetite.

Safiq: I feel everything bitter and I don't feel like taking food.

Doctor: Please lie down on the bed and unbutton your shirt. I have to check your chest.

Safiq: Yes, doctor.

Doctor: There is nothing to worry about. You have been suffering from viral fever.

Safiq: Do I need any medicine?

Doctor: Yes, here is the prescription. Take these medicines for a week. You'll be all right in a week.

Safiq: Thank you doctor.

Doctor: Don't mention it.

A dialogue on reading habit between Sharmin and Rafiq:

Rafiq: Good morning, Sharmin. Where are you rushing to with such a large bundle of books?

- Sharmin: Good morning, Rafiq. I am going to our school library to return these books.
- Rafiq: Oh, then what Ali told me about you is correct.
- Sharmin: What did he say?
- Rafiq: He told me that you are a book worm.
- Sharmin: I'm sorry; I'm not a book worm. I'm a bibliophile.
- Rafiq: A bibliophile? What does it mean?
- Sharmin: It means a book-lover.
- Rafiq: I see. Will you tell me why you love those dead things leaving aside so many attractive things around you?
- Sharmin: You're wrong. Books are not dead things. They are the living spirits
- of great men. Once you're with them you can't leave them.
- Rafiq: Will you teach me how to enjoy books?
- Sharmin: Sorry. None can teach you how to enjoy books. You yourself have to develop your reading habit. Gradually you'll learn to love books. I'm sure you can do it.
- Rafiq: Thank you for your suggestion. I'll try.
- Sharmin: Thank you. I'm sorry I have to go now. I'm in a hurry.

A dialogue between a TV reporter and a student who scored G. P. A-5 in the merit list of a public examination:

- Reporter: Welcome to our studio. Please sit down.
- Student: Thank you.
- Reporter: What's your name, please?
- Student: I'm Shamim Ahmed.
- Reporter: Would you mind telling us something about your result.
- Student: I've scored G. P. A-5 in the SSC Examination this year in

Reporter: What's the secret of your success?

Student: I think it's hard work. I studied regularly for five to six hours everyday. That helped me much.

Reporter: Did you prepare yourself only for some special exam?

Student: No, I studied everything on our syllabus.

Reporter: Did you take any special coaching for the examination?

Student: No, I didn't. I studied at home.

Reporter: Who inspired you in your study?

Student: My teachers, specially our English teacher, at school inspired me very much. My parents also inspired me very significantly.

Reporter: What's future plan?

Student: I want to study English literature.

Reporter: Thank you for coming to our studio.

Student: Thank you.

A dialogue between Suman and a stranger whose pocket has been picked:

Stranger: Excuse me.

Suman: Yes.

Stranger: I'm sorry to bother you. I'm in great trouble. Some unfortunate thing happened to me.

Suman: What's your problem? What happened to you?

Stranger: My pocket has been picked. I lost all my money. I have come to Dhaka from Cox's Bazar and now I don't have money to pay for the return journey.

Suman: I believe you. It usually happens in Dhaka. Now tell me how I can help you.

Stranger: It'll be a great help for me if you can lend me TK. 500.00 that I need for the return bus fare. I can pledge my watch to you for the

- Suman: Oh, don't say that. Let me check my wallet if I've enough money to spare.
- Stranger: I'm really sorry to impose my problem on you.
- Suman: Please don't mention that. I can spare Tk.600.00.
- Stranger: Tk. 500.00 is enough for me. I don't need more than that.
- Suman: Please take Tk. 600.00. I know you will need more than the bus fare.
- Stranger: I never thought a good man like you lived in Dhaka.
- Suman: Someday I may be in your situation.
- Stranger: Please give me your name and address.
- Suman: Why? Do you want to return the money.
- Stranger: I'll be happy if you allow me to return it.
- Suman: You don't have to return it.
- Stranger: Well, please visit Cox's Bazar next season. My family will be very pleased to receive your family at our house. Here is my address.
- Suman: Thank you. If I visit Cox's Bazar, I'll meet you.

A dialogue between the Headmaster and student:

- Helal: Good morning, Sir. May I have a word with you?
- Headmaster: Good morning. What can I do for you?
- Lelal: My mother is ill. There is none to look after her. May I take the day off?
- Headmaster: I'm sorry that your mother is ill. What is she complaining of?
- Helal: She has a fever and she feels very weak.
- Headmaster: You should call in a doctor.
- Helal: My father has gone to the office. On his way home in the afternoon, he will bring a doctor with him.
- Headmaster: Ok. You can go home now. I hope she will get well soon.
- Helal: Thank you, Sir.

6. A dialogue between two friends about their plans after the exam.

Here is a dialogue between Naheed and Neela about their plans after the examination is over.

Nahid : Hello! Neela, where're you going?

Neela : To the field. You?

Nahid : To the classroom. Don't you have class now? Why are you going to the field this time?

Neela : This is our sports class. So everybody's there.

Nahid : Oh I see! This is our Computer class. Then, how's your preparation for the coming test?

Neela : Not bad. But still I'm thinking for maths and social studies.

Nahid : I'm also worried about these two subjects. But we've some days more. I think the subjects will be finished by this time.

Neela : May be! But I'm afraid.

Nahid : However! What'll you do after scholarship Exam? Have you thought?

Neela : I'd like to go to my native village. My native people live there. I like to spend some days there 'meaningfully'.

Nahid : 'Meaningfully'means?

Neela : I want to do something important work then. I'll try to make some people literate, if possible.

Nahid : Very interestingI thought so. I appreciate your idea. Do you know

I'm teaching my maid at home when I get time?

Neela : Yes! Thank you. If you can do something for others, it will be a great thing for the country.

Nahid : Yes! you're right - OK. See you later. Bye!

Neela : Bye!

7. Write a dialogue between Raka and Raya on **how to make a good result** in The examination,

Here is a conversation between Raka and Raya on **'the means of making good result in the examination'**.

- Raka : Good morning. How are you ?
Raya : Good morning. I'm well. And you ?
Raka : Fine. What about you ?
Raya : I'm in a bad position in respect of my results. It's not satisfactory.
Raka : Well. I understand your problems.
Raya : You always cut a good figure in the examination. What's your secret. Please tell me.
Raka : Sure. I'm very regular in my classes and studies. For any subject I try to understand them. Then I make my notes when necessary.
Raya : That's a good idea. But I always memorize most of the subjects without understanding.
Raka : Oh! What a bad practice! Never do that. First of all you have to understand the subject matter. Collect new words. Revise them frequently.
Raya : Thank you so much for your good suggestion.
Raka : Thank you.

8. Suppose you are Sourav. **You want to know how to speak English fluently. You need suggestion from your friend Gourab.** Now write a dialogue between you and Gourab.

Here is a dialogue between two friends on how to speak English fluently.

- Sourav : Hello Gourab, how are you ?
Gourab : Fine. What about you ?
Sourav : I'm well. How do you pass your time now a days?

- Gourab : You know that I'm very weak in spoken English. So, I'm trying to improve my speaking power. I need your help.
- Sourav : That's fine. To be a good speaker in English. You must follow some rules.
- Gourab : What're these ?
- Sourav : These are pronunciation, stress etc. To follow this you have to listen more and more. Follow the news readers of T.V and radio. It will be a great help, if you can follow BBC and CNN.
- Gourab : Thank you for your nice suggestions.
- Sourav : Welcome

9. Suppose you are Bristi. You went to visit a book fair with your parents. There you met your friend Dipti. Write a dialogue on the talk you had with Dipti about the fair.

- Bristi : Good evening. How are you my friend ?
- Dipti : I'm fine, Bristi. Thank you. And you ?
- Bristi : I'm also nice, thank you too. When did you come here in the fair?
- Dipti : About two hours ago. What about you ?
- Bristi : One hour before. Who are they ?
- Dipti : They are my parents. Who is he with you ?
- Bristi : My cousin Naina. Have you bought any new book according to your choice?
- Dipti : Oh ! Yes. You know, I'm very much fond of Sattayjit Roy. I have bought a set of Roy. And you ?
- Bristi : I have visited only a few stalls. Let's go together to the stalls and look for interesting books.
- Dipti : Yes. I will buy some more new books. Your favorite author is Zafar Iqbal, isn't he ?
- Bristi : Oh, sure. Let's go to Kashban Prokashan. There we may get all our cherished books.

Dipti : That's right. You may meet with your favourite author too. If you meet you have the opportunity of getting an autograph of your author.

Bristi : Good idea. But I think I'm not so lucky.

Dipti : May you have this opportunity.

Bristi : Let's hope so.

10. Write a dialogue **about the necessity of reading newspaper** between Nitu & Zishan.

Nitu : Hi, Zishan, how are you ?

Zishan : Fine and you ? Where are you going ?

Nitu : I'm going to buy a newspaper. Zishan, what is your idea about reading newspaper daily?

Zishan : Well. It's a good habit. A modern man has to read newspaper daily. It is very much helpful for us.

Nitu : Yes. In newspaper you may have various types of information like current affairs, games and sports, trade and commerce, literature, art and culture, film and so on.

Zishan : That's right. We can not think of a day without reading a newspaper.

Nitu : But you see, sometimes false news misleads us.

Zishan : Well, There is nothing unmixed in this beautiful world. But, reading newspaper daily is essential for everybody.

Nitu : That's true. Thank you. Bye.

Zishan : Good bye.

10. Suppose you are Habib. Your friend Nibir feels tired & looks sick. **Suggest her about the importance of morning walk.** Write a dialogue between you & your friend Nibir **about the benefits of morning walk.**

Habib : Hellow, Nibir ! Good afternoon. Where are you going ? You look so tired and sick. Anything wrong ?

- Nibir : Good afternoon. How are you ? I'm going to a doctor's chamber.
Nowadays I always feel tired and sleepy.
- Habib : I'm fine. Do you know morning walk is better for human health ?
- Nibir : I've heard. But I don't follow it exactly.
- Habib : This is the main cause of your tiredness. Try to exercise morning walk from tomorrow. You will feel hale and hearty like others.
- Nibir : Is it ?
- Habib : Of course. start, and you will get the imminent result.
- Nibir : Thanks a lot for your wise suggestion. I'm going to start so from the next day. Ok, see you again. Bye.
- Habib : Bye.

Exercise:

1. Write a dialogue, based on the model, between you and a friend who has sore throat.
2. Write a dialogue between two friends about the necessity of learning English in Bangladesh'.
3. Write a dialogue between you and your father on the importance of forming good habits'.
4. Prepare a dialogue with your friend about the importance of eating fresh vegetables.
5. Write a dialogue between a mother and a son on the importance of good hand-writing'.
6. Frame a dialogue between you and your younger brother on the benefits of early-rising'.
7. Frame a dialogue between a father, a mother and a son on the importance of cleanliness'.

E. Letter to a Friend**1. Write a letter to a friend about his result in the Examination**

Dear Hakim

I'm sorry to hear that you have cut a bad figure in the exam. I am sure that you are upset about it. But don't lose your heart. I know you fell ill before the exam and so you couldn't prepare well for it. This is natural. You can surely overcome. Work hard and you will do better.

With best wishes,

Sabur

From
Sabur
67/1, Mirpur
Dhaka-1216

To
Hakim
Moheshpur High School Hostel
P.O. Moheshpur
Jhenaidah

2. Write a letter to your mother informing her about your result.

Room # 212
North Hostel
K. D. High School
Dhaka
Date: 04.09.2006

Dear Mother,

Assalamu Alaikum.

I have a good news for you. I have obtained A+ in all subjects. My teachers wished me for my result. Are you happy now?

My other senior brothers, friends and teachers are happy with my result. But they have warned me to work more for the SSC Examination. If I do not continue my study hard, I will lose my good will and I will not be able to fulfil my desire and aim of my life.

Please pray for me to the almighty Allah so that I can study smoothly with sound health.

I shall come home soon. Please convey my salam to father and love to Tinny.

With kind regards,
You loving son
ABDULLAH

From	To
Abdullah	Khadiza Begum
47/1, Golartek	Vill-Chandipur
Mirpur	P.O. -Moheshpur
Dhaka-1216	Dist.-Jhenaidah

3. Write a letter to a friend inviting him to a book fair.

35 Elephant Road
Dhaka
Date: 02.02.2006

Dear Faruq,

You know that the 'Ekushey Boi Mela' is going to start on 21 February. I shall be very happy if you come to Dhaka and stay with us for a few days so that we can visit the fair every afternoon. I assure that we will enjoy it.

How are your parents? My parents are in good health. They have asked me to invite you. In fact they are expecting you during the fair.

Please let me know when you are arriving.

I look forward to hearing from you soon.

Your loving friend

Porichoi

From	To
Md. Porichoi	Faruq
131/2, Adarshapali	Vill-Kamar Khali
Ibrahimpur	P.O. -Kamar Khali
Dhaka-1216	Dist.-Kushtia

4. Write a letter to one of your teachers expressing your gratitude for his encouragement before your examination.

Room # 20
Fazle Rabby Hall
Dhaka, Medical College
Dhaka
Date: 03.09.2006

Dear Sir,

I am very sorry that I could not write to you earlier. I am now a first year student of Dhaka medical college. The credit of my success goes to you. I would have never been here, if you had not encouraged me before my examination. I always remember the support you extended in those days. I am really grateful to you.

I shall be very happy if you write a few words for me. Your words always inspire me.

Your loving student,

Sazzad

From	To
Sazzad	Mir Masud Rana Chowdhury (English Teacher)
20, Fazle Rabby Hall	Gazipur Cantonment
Dhaka, Medical College	Board High School
Dhaka	BOF, Gazipur
	Gazipur

5. Write a letter to a friend describing what you know about the payment of taxes by the citizens of a country.

245 West
Dhanmondi
Dhaka-1206
Date: 10.08.08

Dear Anamika,

I received your letter yesterday, I am very glad to mention here that you always try to discuss something extra ordinary. In the last letter you wanted to know something from me about taxation.

It is learnt that public tax plays an important role for a country's development. Many of us just try to hide a lot of their assets to the government and avoid the payment of yearly tax. It's not proper for the citizens. Because with the tax money the government enriches the welfare fund and pays the salaries of the employees of the Republic. On the contrary, the countrymen who pay taxes timely, naturally become strong both mentally and economically. We enjoy a lot of government help according to our need.

Hope, the rich people will pay taxes regularly and properly so that the government too in return can fulfil our needs. This is the way how a welfare country does for her citizens. No more today. I am looking forward to have a letter from you soon.

Your loving friend

Tonni.

From	To
Tonni	Anamika
245, West Dhanmondi	245, West Lawarence
Dhaka-1206	Kamal Nagar, Lakshmipur.

6. A letter describing a rural home.

Tamaltala

Natore

12 April, 2009

My dear Anni,

It's a pretty long time since we met. But your recent letter has broken the silence. You wanted to know something about the home I live in.

Everybody loves his mother and motherland. I love my country home too. My father inherited one fourth of the property. The houses here are all thatched, tinshed and brick built. As my father is only a religious teacher, he earns a little. It is hard for him to maintain our both ends meet. Mother, being a housewife, keeps it neat and clean. Of the three rooms, one is for parents, one for me and elder sister and the rest one is used for the guests. The kitchen room is separate. The home has some other houses. My uncles, aunts and cousins dwell there.

There is a small pond beside our house. Father and my uncles catch fish from here. Villagers also bath here. There is a muddy road passing beside our home. There are two coconut trees, a fig and a guava trees in our yard.

I stay, sleep and dream in my rural home. I love my home with core of my heart. Look forward to hearing from you.

Yours truly,

Neelima

From

Maria

Tamal tala

Natore

To

Anni

E/674, Rajar hata

Rajshahi

F. Introducing and Writing Formal Letters

Below there is a model of how people nearly always set out their formal letters

- | | |
|-----------------------------|--------------------|
| | Road # 3 |
| | (A) Sector 10 |
| | Uttara |
| (C) Your refer. 67/ 68 | Dhaka 1009 |
| (D) The Personnel Manager | (B) 15 August 2006 |
| Hotel Sheraton | |
| (E) Shahbag, Dhaka | |
| (F) Dear Sir/Sirs/ or Madam | |
| (G) The letter | |
| (H) Yours faithfully | |
| (I) Signature | |

Notes:

(A) Your personal address goes in the top right hand corner. Do not put your address at the bottom of the letter. Do not put your name above or near your address.

(B) The date always goes under your address and can be written in a number of acceptable ways: 16th August 2006; 16. 9. 2006; August 16,2006.

Note : The Americans write Month Day Year e.g. 9/16/ 2006.

The British put the day first followed by month and year, e.g. 16/9/2006

(C) If the company has written to you before, there may be a reference number on the previous letter. Quote this back to the writer on the left -hand side as shown.

- (D) Try to write down either the name or the position of the person you are writing to or both if you know them.
- (E) Write down the name of the company or the institution you are writing to and then the official address---the address need not be the full postal address. The name and address of the company can also be written beneath your signature at the bottom of the letter.
- (F) The normal ways of naming the person you are writing to are as follows:

If you know the name of the person Dear M.....

If you do not know the name of the person Dear Sir/Madam

Note: *Dear Sir* is the normal form here.

- (G) The first line of the letter usually starts below the end of the name of the person you are writing to, but you can start your letter on the left-hand side underneath the name.
- (H) When you know the name of the person you are writing to use the form Yours sincerely. If you do not know the person you are writing to it is usual to use the form Yours faithfully.
- (I) You should write your signature here.
- (J) Below your signature you should print your name so that the person who reads your letter is in no doubt about who you are.

Types of official letters:

Letters of application

Letters of request

Letters of complaint

Letters of apology.

Letters to newspapers

Here is a sample of a letter of application.

To

The Headmaster

Address

Sirajganj High School

date

Sirajganj

Dear Sir,

I wish to be considered for the post of an assistant teacher at your school as advertised in the Daily Star of 15 February, 2006.

I am twenty-five years old. I was educated at Faridpur Zilla School. I took my SSC and HSC Examinations in 1999 and 2002 respectively and got B grades in both the examinations. Although I was a science student, I opted for the Humanities at the degree level. I received my B.A. from the National University in 2005. Unfortunately I missed A grade by a few marks. I am now taking the B.ED. Course at the Teachers' Training College, Dhaka..

I have no previous experience of teaching at a school, but I coached school students in upper classes while I was at college. The subjects I taught were English and mathematics. I enjoy teaching. In fact, I have always wanted to be a teacher. That is why I am taking the B.ED. Course.

I am interested in games and sports. I was captain of the School Football team and a member of the College Football Team.

The following persons have agreed to act as my referees.

1. Mr Hasan Mahmood
Headmaster
Faridpur Zilla School

Mr Hasan Imam
Lecturer
Teachers' Training College.
Dhaka

A letter of apology

To
The librarian
The British Council
Dhaka

Address:
Date

Dear Sir,

Thank you very much for your letter reminding me that I have two books overdue. I am sorry that I could not return them on time. The reason for the delay was that I have been ill for two weeks and that I have not been able to finish reading the books. I have almost recovered and I hope to be able to return them in a week's time.

Yours faithfully,
Al Mansoor

Application

1. Write an application to the Headmaster of your school seeking his permission to start a debating club.

Date: 07.05.2005

To

The Headmaster

Kaligram High School

Subject: Application for starting a debating club.

Dear Sir,

We, the students of your school, have decided to start a debating club. We shall arrange two debates every month. One will be in Bangla in the first half of a month and the other will be in English in the second half. The debates will be held after the classes.

May we request you to permit us to start the club?

Yours obediently,

FAHIM

On behalf of the students

2. Write an application to the Headmaster of your school requesting him to subscribe to a sports magazine.

Date: 07.05.2005

To

The Headmaster

Muslim High School

Dhaka

Subject: Application for subscribing to a sports magazine.

Dear Sir,

We are sorry to say that there is no sports magazine in our common room. We feel that we should read a sports magazine regularly. It will help us develop our knowledge of world sports. It will also develop our interest in sports.

Therefore, we request you to subscribe to a sports magazine for the common room of the school.

Yours obediently,

Md. Rafiqul Islam

On behalf of the students of

Class - 8

Muslim High School

3. Application to the Headmaster for arranging a picnic

11 January, 2009

To
The Headmaster
Collegiate School
Chittagong

Subject : Prayer for going on a picnic.

Sir,

We, the students of class 8 of your school have the honour to state that we are very much interested to go on a picnic at paharpur, Noagaon. This picnic would be a matter of enjoyment for us. It would also be helpful for us to know about the historical evidence of the past which will enrich our historical knowledge. Our English teacher has consented to be guide of our team.

We, therefore, pray and hope that you would be kind enough to permit us to arrange this picnic and oblige us.

We remain

Sir,

Monir, Zubacr and Mahbub

On behalf of the students of

Class - 8

Collegiate School

Chittagong

4. Prayer for Financial assistance

16 June, 2009

The Headmistress

Dinajpur Girls' High School

Dinajpur.

Through : The class teacher, class VII

Subject : Prayer for Financial assistance.

Madam,

With due respect and humble submission I wish to draw your kind attention that I have been promoted to class 8 obtaining GPA 5. My father is the only earning member in the family. He is a poor farmer and as such it is very difficult on his part to bear my educational expenses. Besides the sky-high prices of daily necessary commodities have led him miserable to maintain the Family.

In these circumstances I am badly in need of some financial assistance to purchase my books otherwise I will not be able to manage my necessary book for class 8.

I therefore pray and hope that you will kindly to grant me some financial assistance from your school fund and thus oblige.

Madam

Yours obediently

Kaniz Asia

class - VIII

Section-A. Roll - 01

5. Application for testimonial.

31 November, 2009

To

The Headmaster

Patuakhali Girl's High School

Patuakhali

Subject : Prayer for a testimonial.

Sir,

I have the honour to state that I have got promoted to class 8. Now I am interested to join in an office as a peon. For this reason I am in need of a testimonial from you regarding my character.

May I, therefore, pray and hope that your honour would be pleased enough to issue a testimonial in my favour.

Obediently yours

Naima

class - 8

Roll - 03

6. An Application for permission for a friendly football match.

31 March, 2009

To

The Headmaster

Feni High School

Feni.

Subject : Prayer for permission for a friendly football match.

Sir,

We the students of your school most respectfully state that we want to arrange a friendly football match with Bangsal G.C. High school this after noon. Our game teacher has taken the responsibilities to conduct the match. This match would be helpful to develop friendship among us.

We, therefore, pray and hope that you would be kind enough to permit us for a friendly football match to develop friendship among us.

Obediently yours,

Omar Kazi

On behalf of the students of

Feni High school.

Feni

7. Write an application to your Headmaster for permission to go on a study tour.

20, August, 2009

To

The Headmaster

Comilla High School

Thakurpara, Comilla

Subject : Prayer for permission to go on a study tour.

Sir,

We, the students of class VIII of your school, beg most respectfully to state that we eagerly wish to make a study tour to Sonargaon. This type of visit to the historical places will enhance our idea and glorious past of our country. Our team consists of 25 students and two teachers. We need two days to arrange the programme. We have already hired a bus from Comilla for the whole duration of the tour. We have had our parents consent and submitted it to our Team Leader Khandaker Rafiqul Islam, our Physical Teacher. We are well organised under his leadership. We hope that you will please accompany us to Sonargaon.

We, therefore, pray and hope that you will be kind enough to permit us to go on a tour to Sonargaon.

We remain

Sir,

Yours obediently

Nabil, Rubel and Opu

On behalf of the students of Class - VIII.

Thakurpara

8. Write an application to your Headmaster for arranging special coaching in English.

19 July, 2009

To

The Headmaster

Rajshahi Govt. Girls High School

Rajshahi.

Subject : Prayer for arrangement for special coaching in English.

Sir,

We, the students of class VIII of your school, wish to draw your kind attention to the fact that we have just completed our Terminal Examination. Many of us comment that we will not be able to do well in English. So we are badly in need of special coaching in English by our honourable English teachers. Our parents have also agreed with us for this purpose.

We, therefore, pray and hope that your honour would be kind enough to arrange classes in English as a remedy in our school campus. This will help us a lot to do better in the next examinations.

We remain

Sir,

Yours obediently

On behalf of the students of class VIII

Anni, Roll # 04

Zarina, Roll # 05

Tonni, Roll # 14

9. Write an application to your Headmaster for re-admission.

23 September, 2008

To

The Headmistress

Narail Girls' High School

Narail.

Subject : Prayer for re-admission.

Madam,

With due respect I am to inform you that due to my family problem I could not pay my tuition fees in time for the months of July and August. As a result my name has been struck off the rolls. Now I am ready to pay the fees if you kindly remit my delay fines.

So, I request your earnest favour to get myself re-admitted on payment of the usual fees and oblige me there by.

I remain

Madam

Your most obediently,

Farhana Mahmud

Class - VIII, Section-A

Roll - 07

Exercise

Write formal letters on the following topics.

- a. A letter to a newspaper about the need for supplying pure drinking water in your area.
- a. A letter to the District Commissioner for a grant to improve the play ground in your village.

G. Essay Writing

Introduction

An essay is a short piece of writing in prose. It consists of several paragraphs. Each paragraph must contribute something to the development of the topic of the essay. Here follow ten essays. An outline precedes each essay and the points in the outline are developed coherently. The essays are written as model ones. They are not meant to be memorized by the students. The students should read them carefully, try to understand the methods of development and use the methods in writing their own essays. The notes that follow the essays should be of help.

Television Advertisements

Why people advertise their goods ——— how they advertise ——— how we feel about advertisements attractive and unattractive aspects of advertisements

Television channels present all kinds of programmes. Viewers choose their favourite ones. But the programmes are often interrupted by advertisements.

These are sponsored by manufacturers of goods. They produce all kinds of things. These things have to be sold. The more goods they sell, the more profit they make. But they face competitions from other manufacturers of the same goods. So in order to attract customers, they advertise their products on television. This is how they tempt the buyers. They understand human psychology. If we find goods advertised on television day after day, it became difficult for us to resist the temptation. Even if we do not need the things, constant advertisements induce us to buy them.

Advertisements cause annoyance when they interrupt a favourite programme. Sometimes they go on for a long time and we feel like switching off the set. But we do not do that because we think this one might be the last. When the series of advertisements ends, we feel relieved. However, there are advertisements which are presented in an attractive manner. They are fascinating. They are a pleasure to watch.

One bad aspect of the advertisements is that they tend to increase people's demand for goods whether they need them or not. Demand for goods puts a strain on our purses. We may not have money to buy them. But somehow or other we try to manage the money. Sometimes this forces people to earn money through dishonest means. People are also induced to buy luxury items — items they do not really need. The whole society becomes preoccupied with material things.

However, nothing can prevent the advertisers from putting advertisements on television. The public will have to decide between essential goods and inessential ones. This is how we can avoid waste. There is a saying: 'waste not, want not'.

Notes

Paragraph 1 explains why people put advertisements.

Paragraph 2 tells how the viewers feel about advertisement.

Paragraph 3 points out bad aspects of advertisements.

Paragraph 4 suggests what the viewers should do in the face of the temptation.

Newspapers

The function of newspapers—each has its own political views—the importance of making one's own judgments—the need for reading news about all important national and international events

Newspapers provide news of various kinds. The most important news of the day is printed on the front page in bold headlines. Less important news is covered in the inside pages. There are pages devoted to international news, domestic news, sports news, cultural news, film news? etc. Most newspapers have a literary page and a religious page once a week. There is also the editorial page.

Many news items are accompanied by coloured photographs with captions under them. The photographs make the news vivid. Many readers look at the photos first and then read the news items. There are also cartoons. They often satirise important persons and organizations.

All newspapers have a children's page once a week. Children's own writings which include poems, stories, jokes and paintings are printed on this page. These writings help them develop their creative power.

Most newspapers have a policy. They not only provide news but also views. The views express their political attitude. Most newspapers support one political party or another. The news reports and editorials reflect their political affiliation.

The readers also have their favourite newspapers. They take newspapers which reflect their own political views. In reading news and views, we must exercise our judgment. We must not believe everything we read. It is a good idea to read more than one newspaper and compare how the same event has been presented in both papers. This will help us arrive at our own judgment without being biased.

Most newspaper readers have their favourite pages. Some are fond of sports news. They turn to this page first and skip the other pages. Others are more interested in political news. There are still others who attach importance to international news. An educated reader should pay attention to all the important events of the day in addition to his or her favourite page.

Notes

Paragraph 1 explains the function of newspapers

Paragraph 2 explains the functions of photographs and cartoons.

Paragraph 3 tells about the children's page.

Paragraph 4 explains the editorial policy of the paper.

Paragraph 5 stresses the need for evaluating the news and views impartially.

Paragraph 6 outlines the importance of reading news about all the important events of the day.

Our Garment Industry

The importance of garment industry job opportunities in garment industry need for welfare of the workers

We export a few items such as frozen fish, manpower, garments, tea, jute, etc. We earn foreign currency from the exports. We need foreign currency to pay for our imports items we do not produce in the country. A large part of our foreign currency earnings comes from export of garments.

A great many garment factories have been set up all over the country, particularly in Dhaka. This has been in response to the international demands for our garments. These factories have created jobs especially for women. Hundreds and thousands of women and girls work in the garment factories. They supplement the income of their families. At the same time they help the economy of the country. Our foreign currency reserve has gone up as a result of their work.

There are complaints that the garment workers are poorly paid. They have no job security. The owners may dismiss a worker any time. Many workers have no health insurance. So when they fall sick or there are accidents and there are occasional accidents, they cannot pay for medical treatment. Their working conditions are unhealthy. Most of these factories are housed in hired buildings. These hired buildings were not originally designed as factories. As a result, they are not suitable

for easy movement of workers and materials. The factories are often located in residential areas. This is a source of disturbance to the residents.

Sometimes strikes and demonstrations take place in the factories. This is because the workers' minimum demands are not met. So there is industrial unrest in the garment sector. The unrest hampers production and the national economy suffers. The garment industry is vital to the economy of the country. So the government and the owners of garment factories should do everything possible for the welfare of the workers.

Notes

Paragraph 1 explains the importance of garment industry.

Paragraph 2 explains the benefits of the industry.

Paragraph 3 deals with the workers' grievances.

Paragraph 4 tells about what should be done to remove the grievances.

My First Flight

I live in Chittagong. My elder brother lives in Dhaka. Last summer he asked me to spend a few days with him and sent me a plane ticket. This was my first journey by air. I arrived at the airport an hour before the flight, checked in and waited in the lounge. I was given a boarding pass on which the number of my seat was written. There were a large number of passengers at the airport.

Soon the roar of the engine was heard. The flight from Dhaka arrived. The plane landed and taxied to the terminal. When all the passengers had got off, we were asked to board the plane. I got on board and found my seat. When all the passengers were in, the door was closed. As the plane was ready to take off, we were asked to fasten our seat belts. We were also given instruction about what to do in case of an emergency. Then the plane took off smoothly.

Shortly after take off, the captain's voice was heard: "Ladies and Gentlemen" he said " This is your captain speaking. On behalf of the crew and myself, I welcome you on board. I hope you will enjoy your flight with us."

A few minutes later we were given newspapers by a stewardess. Then came another stewardess with orange juice. I took a glass of juice and as I was sipping I looked through the window. There were clouds floating around the plane. Houses and trees below looked like tiny toys. Rivers appeared to be thin lines drawn on a sheet of paper. I kept on looking. Suddenly it was announced that we were close to Dhaka airport and we would be landing in a few minutes. Soon the plane began to come down and landed safely. Although I felt a little nervous at the beginning I got over it and enjoyed the flight.

Notes

This is a narrative essay. It narrates serially the various stages of a flight. It also expresses the narrator's feelings during his first flight.

Examinations

Need for examinations——effects on the examinees——results

All students are required to take examinations. The purpose is to test their knowledge of the subjects they have studied. Without such tests, very few students will be motivated to study. The students can themselves find out how far they have been able to absorb their reading.

Most students get nervous about exams. As a result, they often forget the answers they get by heart. They fail to answer the questions properly. Some students work so hard that they fall sick. Many parents put undue pressure on their children. The students feel they must do well to satisfy their parents. This in turn makes them all the more tensed.

During the exam there are invigilators. They are teachers who watch over the examinees. They make sure that nobody copies in the exam. They also strictly prohibit whispering. If anybody is found copying or whispering, they are expelled. There used to be a lot of copying in the exam on a large scale. This has completely been stopped. The exam is held in an atmosphere free from malpractice. The guardians wait anxiously outside the exam hall. When the exam is over, they find

their wards, give them refreshments, and ask them how they have done. The examinees feel somewhat relieved. But they continue worry about the results.

When the results come out, the students take them in various ways. If their results are good, they are very happy and their parents celebrate the concession by offering sweets to the friends and relatives of the family. Newspaper correspondents visit the homes of those who get top grades. Their photographs and the interview with the correspondents are published in the newspapers the next day. On the other hand, those who fail or do badly in the exam feel sad. Sometimes we read in the newspapers about students committing suicide because of failure in exams. This is not the right attitude. Such students should work hard and try to improve their results next time.

Notes

Paragraph 1 explains why exams are held

Paragraph 2 tells how the examinees feel about the exam.

Paragraph 3 describes the atmosphere in the exam hall.

Paragraph 4 describes the response of the examinees to the results.

The concluding sentence adds a word of advice for the unsuccessful students.

Private Tuition

Widespread nature of private tuition and what it involves——reasons for taking private tuition——its harmful effects——what we should do about it

Private tuition is wide spread in our country. Even students who go to good schools have private tutors. Many students have tuition not only in difficult subjects like English and mathematics but also in all subjects. Guardians have to spend a lot of money on private tuition for their children.

Why do students have private tuition? One reason is that teaching in the classroom is not effective. It might be all right for better students. But weaker students need additional help. This is provided by private tutors. But why do good students reading in good schools have private tutors? Some people think that many teachers encourage their students to come to their coaching centres so that they may do better.

Is private tuition good for them? In most cases it is not. First? students become too much dependent on their tutors. They do not try to understand things for themselves. The tutors provide notes and the students memorize them. They may pass the exams with good grades, but they really know very little.

But nobody seems to care. It is going on all over the country. If the percentage of success in the public exams is high, everybody is happy. But this kind of success is good neither for the students nor for the nation.

Something should be done about it. The authorities must make sure that teachers do their work properly during school hours. If some students need help outside the school hours, extra classes should be arranged for them and some fees may be charged. The collected fees may be distributed among the teachers. But private tuition at teachers' homes or at coaching centres should be strictly prohibited. The teachers may be unhappy about this. But this has to be done. The government might consider giving them separate pay scales.

Notes

Paragraph 1 explains how widespread private tuition is and what it involves.

Paragraph 2 gives reasons for private tuition.

Paragraph 3 points out its harmful effects.

Paragraph 4 suggests how we can eliminate this practice.

Why Students Fail in English

**Failure in English is very common and a cause of concern for the nation———
reasons for failure———the urgent need for removing the reasons**

Most students fail or get poor grades in English in public examinations. The guardians are greatly concerned about it. So is the whole nation.

There are many reasons why students fail in English. First, they study English in their class only for an hour or so every day. Outside the classroom they use their mother tongue. They do not practice speaking English.

Second, their mother tongue interferes with their learning English. The two language systems are different. For example, we can have a Bengali sentence without a verb, but we cannot have an English sentence without a verb. Some of the tense forms in English do not exist in our language. The past perfect tense is an example. Moreover, the tense forms and the modals have multiple meanings. The article system is difficult and complicated. The prepositions cause a lot of problems.

Third, vocabulary in English is very large and many students find it hard to remember the words. The structures of English sentences are different from those of Bengali sentences. In short, grammar and vocabulary in English pose a great problem for them.

Fourth, the teaching of English at the school level is not very effective. We do not have many qualified teachers. Besides, most of them have no training in teaching English. We cannot expect effective teaching from such teachers.

Fifth, most students do not wish to learn English. They read it to pass the exams, not to learn the language. The reason is that they will not be required to use English in their workplaces because Bengali is used almost everywhere.

The above reasons account for the poor standard of English in our country. Learning English is important for various reasons. Without a good command of English, we cannot go for higher education. It is the only means of international communication. It is difficult to find jobs without proficiency in English, so we must try to remove the difficulties in learning English.

Notes

Paragraph 1 states the concern of the guardians and the nation about the problem of failure in English.

Paragraph 2 explains one reason: lack of practice.

Paragraph 3 explains another reason, namely, mother tongue interference.

Paragraph 4 explains the third reason, namely, poor motivation of the students.

Paragraph 5 explains the fourth reason, namely lack of qualified teachers

Paragraph 6 stresses the need for removing the reasons.

Landing on the Moon

The moon is the earth's nearest neighbour. When the moon is full, it looks very attractive. So man has always dreamt of setting foot on it. The dream came true on July 20, 1969. Three American astronauts, Neil Armstrong, Edwin Aldrin and Michael Collins, set out for the moon in a spaceship. They travelled at great speed. Just 76 hours later they were orbiting the moon. After a while two of the astronauts, Armstrong and Aldrin, left their spaceship in a lunar landing craft and prepared to land on the moon. Armstrong was the first to climb out and step down. As his left foot touched the rough surface of the moon, he said, "That's a small step for a man, one great leap for mankind." It was for the first time that man was walking on the moon.

Just after twenty minutes Aldrin followed Armstrong and stepped on the moon. Both astronauts explored the area surrounding the landing craft. Then they took pictures, set up scientific equipment and collected sixty pounds of rocks and moon soil. They also set up a television camera on the moon so that the whole world could watch.

While they were busy with these activities, Michael Collins was in the main ship moving around the moon. Armstrong and Aldrin spent 21 hours and 36 minutes on the moon. Then they boarded the landing craft and lifted off. They returned safely to the spaceship.

They were now ready to begin the return journey. They checked and double checked all the equipment and found every thing working normally. Next they fired another rocket, came out of the lunar orbit and headed back to earth. On July 24, they splashed down about 1430 kilometers southwest of Hawaii in the Pacific Ocean. Millions of people in many countries of the world watched their adventure on television.

Notes

It is a narrative essay. The stages in the journey to the moon have been narrated as they happened.

Floods

Causes of floods — effects of floods — remedies

Floods occur almost every year in Bangladesh. During the rainy season the rivers overflow the banks. This happens because of excessive rainfall. The riverbeds have been silted with sand. As a result of excessive rain and silting of the river beds, the rivers cannot carry the waters and spill over the banks and into the fields. The result is flooding.

Floods cause immense damage. They destroy homes, crops and cattle. In the affected areas people suffer greatly. Deaths by drowning are also common. When the floods recede, diarrhoea, typhoid and skin diseases break out. Food and pure drinking water run short. Many people die of starvation. Rehabilitation takes a long time and a lot of money. Massive relief work is to be undertaken. Houses are to be rebuilt, crops are to be re grown. Farmers are to be supplied with seeds and agricultural tools.

One redeeming feature of floods is that they leave alluvial soil on the flooded land. Such soil is very fertile and good for the crops. When the land is brought under cultivation again, crops grow abundantly.

Floods are not man made. They are natural calamities and there is very little man can do to prevent them. Even advanced countries like America are often hit by floods and the flood affected people there face the same problems we have here. What we can do is to improve the warning system. We can move the people and the cattle to safe places. We can intensify relief operations. Well todo people can come forward to help the affected ones. If the floods are severe, we can appeal for international help. The international community normally responds generously. To prevent recurrence of the floods, the silted river beds can be dredged. This will reduce the devastating effects of the floods. We also need courage to face the natural calamities.

Travelling by Bus and by Train

Advantages and disadvantages of both modes of travelling their speed railway stations and bus terminals compared the rate of accidents

We travel from one place to another by bus and by train. Travelling by bus is quicker than travelling by train. Buses run frequently. If we miss a bus we can take another an hour or so later. On the other hand? if we miss a train. we have to wait until the next

day. There are motels on the bus routes. Buses stop there for about half an hour. Passengers get off there to have a wash and to have refreshments. Trains stop only for a few minutes at stations to set down passengers and to take up new ones. There are toilet facilities on the train. There are also dining cars where the passengers can have their meals.

Trains stop sometimes for half an hour or so to change tracks. These waits are very boring. Buses do not stop on the way unless they are caught in traffic jams. When the traffic jams occur and they occur frequently the waits might be as boring as the waits for the crossing on the railway.

Trains are usually overcrowded. Buses do not take passengers on the way unless they are local ones. When we get on the bus, we are sure to have our seats. Trains cannot ensure this.

Bus terminals are usually dirty, noisy and overcrowded. Many bus terminals are uncovered. They get dirtier during rainy days. On the other hand, railway stations are nice and clean. They get overcrowded at arrival and departure times.

One distressing thing about buses is that there are frequent accidents. The accidents occur because the drivers are inefficient and reckless. Many of them have fake licences and they often try to overtake other vehicles. Thus they risk their own lives and the lives of the passengers. Train accidents are rare because drivers are trained and experienced and also because the running of trains is regulated by proper signalling system.

Notes

Paragraph 1 points out the advantages and disadvantages of travelling by bus and by train

Paragraph 2 explains the difference between the two mode of travelling.

Paragraph 3 compares railway stations and bus terminals.

Paragraph 4 explains why there are frequent bus accidents and also why train accidents are rare.

A Journey by boat

A Journey by boat is comfortable and peaceful. Bangladesh is a riverine country. During the rainy season most of the areas of Bangladesh go under water. So the people have to go from one place to another by boat. It is an enjoyable journey. But a long boat journey is boring and time killing. This journey is common in the country side. But city or town people take it as a pleasure trip.

It was the month of December. After annual examination I had nothing to do in the vacation. So, I thought of going to my grandfather's house at Mirjapur in the district of Netrokona. Some of my friends agreed. We were seven in number. We hired a country boat. The two of our boatmen were really very active, young and strong.

The boat started from our ghat at 2.30 p.m The gentle breeze was blowing and we were going to our destination. It was a nice afternoon. The sky was clear. The boatmen oared for some time. Then they set sail. We were lucky enough that we had the opportunity to see this setting sail. The wind was in our favour. So, the boat was passing easily.

We were enjoying the real natural beauty of our motherland. Really, it is beyond description. The paddy fields on both the sides of the river looked green. Children were swimming in the river. Women were carrying water with various types of beautiful pitchers. Some fishermen were catching fish. Farmers were reaping corn and singing songs. We reached the destination at 4.30 P.M. There we saw many small and big boats at the ghat. A lot of people assembled there for selling and buying their daily necessities. We were overjoyed making some window-shopping. After sometime the boatmen cast anchor. We paid off the dues of the boatmen. Mother informed about our trip earlier. So my cousins and aunt were waiting for us. They received us cordially.

It was a pleasant experience to us. We were happy enough that we could reach home safely. This journey will remain evergreen in my heart.

A Journey by Train

A Journey by train is very pleasant. In a railway station, a number of people moving or sitting on the platform, gives us a chance to observe all sorts of people. Generally the station is full of shouts of the coolies, noises of the peddlers and hurrying of the passengers. Therefore, a Journey by train in our country becomes very unpleasant for heavy rush of the people.

During the last holiday I, along with my parents and brother went to our district town to stay with my grandmother. On the previous day, my father bought tickets for us. On the appointed day, we reached the station at 8.00 am in the morning. I was feeling thrilled. The train was late. After some time the train arrived with great noise. We hurriedly got into compartment fixed for our seats. The whistle sounded and the train began to move onward. I looked inside the compartment and found different types of people sitting there. Among them some of the passengers were dozing, some were reading newspapers, magazines, books and some were gossiping. Soon the train came out of the city and was getting into the countryside. I was becoming gradually happy.

The train was a super express running at full speed. The trees seemed to run to the opposite direction of the train. After a while the train passed over a bridge across a river. I had a full view of the river. It was a mail train It did not stop at stations. We were passing by many small and big stations. Our train halted at a big station. Many hawkers came with tea, bread, eggs, biscuits, bananas, drinks and so on. We had some of them. I looked out of the window and enjoyed the different scenes of my motherland.

At about 2.P.M. We reached our destination. We got down from the train. Some of our cousins had been waiting at the station to receive us. This is my first train journey. The journey was very safe and pleasing. I enjoyed it very much. This journey still remains afresh as in my mind.

A Journey by Bus

It is a hilarious journey to pass through the country by a bus. But a journey by bus is sometimes luxurious. We have this service covering both cities and villages. I had the opportunity to visit my uncle's house at Rangmati and it was by bus. Really it was thrilling.

Last December I had an occasion to enjoy it. On the appointed day I went to the bus terminal with my elder brother and I was waiting for the bus. It was in connection with the marriage ceremony of one of my cousins. The bus terminal presented a colorful picture to me. The buses were in rows and counters were decorated with signboards.

We got into the bus and had our seats. The bus started. The speed of the bus was medium. It was about 40 to 50 kms. per hour. Getting out of the city the bus was running across the suburbs. I took a seat beside the window. On the way, I enjoyed the natural beauty of green fields, orchards and clumps of bamboos on both the sides of the road. The bus moved on leaving green trees, houses and shops behind. The tall trees with green leaves overhead gave a nice view. It filled my heart with great joy. The road was good. The weather was dry and cool on a December morning.

After some time we reached at hilly areas. The bus was running. We so our bus was moving towards 60-70 feet high and suddenly getting down. I got afraid of, thrilled and thought that it might fall into the bottom of the hill at any time. Some times I was closing my eyes seeing deep narrow valleys with steep sides thinking that it might fall down. The driver and other passengers were braver than me.

Fortunately there was no fog. I enjoyed both the journey and the green scene. It was evening when we reached the station. The setting sunshine fell on green fields and added more beauty. At about 6. P.M. we reached our destination.

The seats of the bus were very much comfortable. We didn't feel bored on this journey. This eventful journey is ever memorable. I can't but share my journey with my family members and friends. It is really exiting, thrilling and fearful to a new person like me. Now I am brave and I do not fear to have a journey to hilly areas by bus.

My Favorite Hobby

Every man has a particular hobby. Hobby is nothing but an alternative mental occupation. A man does not depend on it for his living. But it is an interesting way to enjoy leisure period. When our mind becomes engaged in any profession, it works upto certain limit. Then it wants relaxation to gain more energy. So, a sophisticated and pleasant profession needs to take the tired brain off the burden of the major work. It is true that, what is business to one man may be a hobby to another.

Hobbies are useful in many respects. A hobby helps a lot to those people who are engaged in works of heavy mental activities. Specially the great thinkers, artists, great men etc. apply their hobbies for better purpose. Einstein used to relax himself by playing on a violin.

There are different kinds of hobbies like collecting postage stamps, coin collection, fishing, reading, listening to music, autograph collection, travelling, gardening, playing on musical instruments, watching T.V, photography and so on. Some boys and girls like keeping pets too.

Like others I have also some hobbies of my own. They are travelling, listening to music and reading books. But I must mention that my favourite hobby is travelling. Whenever I get an opportunity, I utilize it. The subject which we learn from the practical experience is the permanent learning. Because we remember the permanent learning for the rest of our life. So, by traveling we can acquire permanent knowledge. Though it is expensive, it is most effective. Traveling refreshes our mind. But listening to music is another hobby of myself. To get rid of mental boredom listening to music is a way to relax quickly.

If we show more interest in hobby our main task may be hampered. So, hobby should be taken only for enjoyment. I get much pleasure by travelling and listening to music. Hobby supplies us extra energy in performing our main task successfully. So every one of us should have a hobby like many great men of the world.

Tree Plantation

Man has been closely related with Nature since the dawn of civilization. Nature is helpful for human beings. Nature abounds with trees. Trees are one of the best gifts of nature. As the civilization proceeds towards development, valuable natural assets are also getting damaged day by day. so is the case with trees. Now the ecological balance is disturbed and life becomes difficult.

One of the main sources of energy is firewood. We get them from forests. The birds and the beasts are the inseparable part of our environment. We get meat, milk etc from them. But destruction of trees in forests lessens the birds and the beasts. A great deal of food deficiency is covered with fruits and leaves of trees. Again medicines are made with fruits, leaves and barks of trees.

Trees supply timber for building, houses and they give shade and shelter to the people. Almost all the living beings are dependent on trees. They supply us oxygen and accept carbon-di-oxide. This oxygen is beneficial to the living beings. Fiber producing trees and timber are used for preparing clothes and furniture etc. Rural people fulfill our housing requirements by using trees of their gardens. Thus trees are the part and parcel of our economy.

The middle east countries fulfill their requirement of fruit and vegetables importing them from Bangladesh. We also earn a lot of foreign exchange by exporting barks, venoms of snakes, some medicinal fruits from our forests.

But for a smaller interest our people are destroying our forests that the fertile lands have become barren. The enchanting flora and fauna are getting fade and the brightness of Nature is getting dark. The bad effects of less trees on the ecological balance is serious.

The people as well as the government of Bangladesh must be aware of the problems created by the cutting of the trees at random. People should plant 'three for one' and the government should inspire the general mass for participating in tree plantation campaign.

To get rid of the Green House Effect and the rainless drought, plantation of trees in large quantity has become a must. Ours is an agricultural country. Sufficient rain and required amount of water in our rivers can grow bumper crops in the land. Plantation of trees indicates putting up of trees. This program has got momentum worldwide. Such afforestation movement by the government, associations, NGO's have brought a lot of development in respect of growing more and more trees. They are doing so in the rural areas, town sides, sea beaches, fallow lands etc remarkably. Everybody of us should note that not an inch of land should remain barren even in the surroundings of the educational institutions and offices.

The game I like Most

To keep our body fit we participate in games and sports. Games are of two types the outdoor and the indoor. Among the outdoor games cricket, football etc are popular.

Cricket is said to be the Lords' game. It is expensive and highly aristocratic. It is international and interesting. It gives pleasure to both the players and the spectators. It is full of thrill and excitement. So I like and enjoy it most. Hambledon, a village in England, was its birth place. From England it went to Australia. The first match was played between England and Australia. Gradually it went to the West Indies, South Africa, New Zealand, India, Pakistan, Bangladesh etc.

The game is played between two teams. Each team consists of eleven players. Two umpires conduct the game. Cricket is played on a round playground. A smooth and grassy field is needed. A pitch of 22 yards is made at the center of the field. Two specially made wooden balls, two bats two sets of stumps and some pads are required for the game.

At the beginning of the game tossing is necessary to decide the attackers and the attacked. The bowlers and the fielders are the attackers. The attacked try to defend it first and then score runs. If the hit ball touches the boundary lines, four runs are scored. If it thies over the boundary line, six runs are scored. The batsman may be out in many ways. When all the batsman of the attacked are out, the innings ends. Then the second innings starts after a few minutes. The team collecting more runs is declared winner.

The game is costly but highly instructive and useful. It teaches us the value of discipline, co-operation and obedience to the leader. It binds the players in brotherhood. It is a good form of physical exercise. Sometimes the players may fall victims to serious accidents causing death even. By being alert about the problems, cricket should be encouraged in rural areas too.

Student life

Human life is divided into some periods. The period which is spent in educational institutions for getting education is called student life. It is the seed time of human life. It is a period of preparation for earning knowledge and a real life.

The main object of a student is to devote to his study. All his learning should aim at cultivating good qualities. Proper use of time is the key to success. Waste of his time and energy is very much harmful. The success and happiness of a student largely depend on it.

During his leisure time he should take part in social service. In natural calamities like cyclones, drought, flood etc. he has to stand by the distressed and the sufferers. He can play a role to remove the illiteracy. He must be well disciplined and good natured. He must show respect to his superiors. He must be polite, gentle and modest in his behavior.

A student of today is the future leader. He must work hard to make himself a dignified person in the family, society and country. Over all, he must be very active, dutiful and sincere to his studies.

Population Problem in Bangladesh

Bangladesh is a small country with a large population. It is one of the most biggest problems for us. It is burdened with near about 150 million people. Then some 360 new children are born everyday in this small country. One thousand people live per square kilometre. This situation is really alarming. Now Bangladesh is a densely populated country.

This large number of population hampers our all kinds of developments and progress. It creates many types of problem, like shortage of food, houses, clothing, education

and medical facilities etc. Moreover, the hungry and weak children cannot turn into a skilled manpower. They become menace for the country. A lot of foreign currency is to spend to import food for the hungry population. For these, all kinds of developing programmes suffer much.

To check this situation necessary steps for birth control should be taken. Early marriage and polygamy should be discouraged. Each family must not have more than two children. Grow more food should strictly be followed to solve the problem.

People must have small family to bring happiness and prosperity to the family members and to the state.

Exercises

1. Debates

Hints: What is a debate ----- what are the benefits of debates ----- how we should prepare for debates ----- how we should take the results of debates

2. English-Medium Schools

Hints: The growing popularity of English-medium school-----reasons for the popularity-----how good are these schools-----do these schools have any harmful effects

3. Traffic Jams

Hints: What is traffic jam-----causes of traffic jams ----- consequences-----remedies

4. Preparation for Exams

Hints: Need for good preparation-----how to prepare-----regular study-----making notes ----- revising notes-----tension before and during the exam

5. My favourite subject

Hints: Introduction-----why English is my favourite subject ----- how I study it ----- the problems I have in studying English -----how I can overcome the problems

6. How to keep Fit

Hints: The importance of physical fitness -----keys to physical fitness-----
regular exercise-----balanced diet-----adequate sleep-----contented mind

7. Duties to Our Parents

Hints: Our debt to our parents-----we should obey them-----love and
respect them ----- nurse them when they are sick of old ----- we should never
hurt their feelings and pray for the salvation of their souls when they are dead

8. Our Independence Day

Hints: The background of the Independence Day ---- our respect for the
myrtres ----- the celebrations ----- the work that remains to be done

9. The Life of a Farmer

Hints: His work ----his production----the importance of his production-----
his rewards -----the way he maintains his family-----the duty of the society
towards him

10. Criminals

Hints: The crime in our country-----why people commit crimes -----what
we can do to prevent crimes----- need for reforming the criminals.

Sample Question

English Second Paper for JSC Examination

Full Marks : 50

Time : 2 hours

[Answer all the questions. Figures in the margin indicate full marks]

Section A : Grammar

1. Fill in the gaps of the following text with appropriate articles. Put a cross for zero article. 0.5 x 6 = 03

Yesterday while I was going to Comilla by (a)..... bus, I saw (b) elderly lady carrying (c) ---- huge bag and (d) umbrella struggling to get onto (e)bus. She would not let anyone carry her bag. I invited her to take (f) ----- seat next to mine. She took the seat and thanked me.

Answers : (a) x, (b) an (c) a (d) an (e) the (f) the

2. Fill in the blanks of the following text with prepositions. 0.5 x 6 = 03

Moni : When did you last visit Tania?

Sima : Oh, dear, I haven't seen her (a)---- ages. Does she still live (b) ---- Uttara?

Moni : No, she has moved (c) ----- Uttara.

Sima : Where has she moved (d) -----?

Moni : Lalmatia. Let's visit her one day. Tania would be very happy.

Sima : Yes, I know, but I work (e)-----about 10 pm most nights. When I get back home, I

am very tired. Okay, let's see...., Tomorrow I won't be much busy. So, we can make it tomorrow.

Moni : That's fine. I will pick you (f) ----- from your office, is that okay?

Sima : Of course, that'd be very nice.

Answers : (a) for (b) in (c) from (d) to (e) until (f) up

3. Make four sentences from the substitution table :

1 x 4 = 4

My mother	Answers : has to/have to	do the cooking
My parents	(doesn't/don't) have to	do the washing
My father		go to work
		do the shopping

Answers will vary here.

4. Change the following passage into indirect speech

1x4= 4

The patient said to the doctor, "Last month my blood pressure was too high. Since then I have changed my food habits." The doctor asked "How?" "I'm taking more fruits and vegetables, and very little fat in my diet. I'm having less sugar and salt now."

Answers : The patient said to the doctor that last month his blood pressure was too high. Since then he has changed his food habits. The doctor wanted to know how he changed the habit. The patient replied that he was taking more fruits and vegetables, and very little fat in his diet. He also added that he was having less sugar and salt then.

5. Change the following sentences as directed in the brackets.

1x5=5

(a) Rana is one of the meritorious boys in our class. (Make it a positive sentence.) (b) He is always attentive in the class. (Make it a negative sentence without changing meaning.) (c) He is never disobedient to his teachers. (Make it an affirmative sentence.) (d) No other boys in our class is as popular as Rana. (Make it a superlative sentence.) (e) A boy like him is always loved by all. (Make it an interrogative sentence.)

Answers : (a) Very few meritorious boys are as meritorious as Rana. (b) He is never inattentive in the class. (c) He is always obedient to his teachers. (d) He is the most popular of all the boys in our class. (e) Isn't a boy like him always loved by all?

6. Rewrite the following passage using capitalization and punctuation.

0.5 x 6 = 03

yesterday we all went to visit one of our uncles' house at shafipur we spent the day eating delicious food and roaming around it took us about five hours to come back due to heavy traffic.

Answers : Yesterday we all went to visit one of our uncles' house at Shafipur. We spent the day eating delicious food and roaming around. It took us about five hours to come back due to heavy traffic.

7. Fill in the gaps used in the following text by adding suffix, prefix or both with the root words underlined in the text.

0.5x8=4

Ernest Hemingway, one of the famous American writers had a great (a) attract to war. He had wanted to become a soldier, but (b) fortune he couldn't because of his poor eyesight. Later, he became a war (c) correspond in the Spanish Civil War and World War II. Many of his books were about war. His most (d) success book is For Whom the Bell Tolls is about the Spanish War. Another novel, A Farewell to Arms, is also about the (e) use of war. This book also gained much (f) popular. However, (g) like his writing, his personal life was full of misery. One of the reasons was his physical (h) sick for which he couldn't even receive the Nobel Prize he was awarded in person.

(Adapted from "New Headway Intermediate Students' book by Liz and John Soars, pg 27)

Answers : (a) attraction (b) unfortunately, (c) correspondent (d) successful (e) uselessness (f) popularity (g) unlike (h) sickness

8. Complete the following text with suitable verbs in the box with their right form.

0.5 x 8 = 04

take	be	surprise	wish	know	see	go	become
------	----	----------	------	------	-----	----	--------

Paul (a)----- when he met Sue at the party. He thought that she (b) ----- away from their locality. The last time he saw her while she (c) ----- her driving test. Paul came to (d) ----- that she (e) -----sick for the last two months. She (f) ----- very thin. Anyway, (g)----- her back again, Paul was happy and (h) ----- her good health.

(Adapted from Heaton JB (1988) Writing English Language Test. Longman Group UK Ltd. London and New York.)

Answers : (a) was surprised (b) had gone (c) was taking (d) know (e) had been (f) became (g) seeing (h) wished.

Section B : Composition

9. You want to participate in an Essay Writing Competition organized by a national daily. Write an email to the Editor requesting him/her for sending you the guidelines and other detail of that Competition. Word limit : 150 words 08

10. Write a composition on the following topic in 250 words. 12

A school excursion you have recently been to a nearby town

Guidelines for question setters and markers

1. Multiple Choice Questions (MCQ)

MCQ can be set for testing a number of strategies and skills related to reading such as scanning, skimming, reading for gist, inferencing (guessing the meaning from the context) comprehension check etc. Each MCQ item will carry $\frac{1}{2}$ mark. However, depending on the level of difficulty some items may have 1 mark as well.

In preparing MCQ questions, question setters will make sure that learners have to apply certain skills or strategies of reading in order to be able to choose the right options. Depending on the level of the learners, items will be set to test learners' lower order thinking skills (knowing and understanding) as well as higher order and more critical thinking (analyzing, evaluating or producing information). Use synonyms in the questions to avoid quoting directly from the original passage. Make the questions round about so that learners think.

For example :

Text : The Great Wall of China, one of the greatest wonders of the world, was first built between 220-206 BC.

Question : When was the Great Wall first built? (Don't make this type of question. Student will just get the answer from the question paper as 'was born' is common in both the text in the question paper and the answer.)

Question : What is the initial construction period of the Great Wall? (This question is Okay as learners has to understand that 'was built' and 'construction period' are same.)

Students will write the question number and then write only a/b/c/d that refers to the correct answer. No need to copy the whole sentence from the question paper to answer the questions.

The same text can be used for guessing the meaning from the context and Question Answer (open ended and close ended). However, the same text **cannot** be used for Question-Answer and True/False. Depending on the level of difficulty and length of the text, information transfer and True/False

questions can be set from the same text. Alternatively two different texts can be used for two different tests. The latter is more encouraged.

Please note the following points while setting MCQ test items :

- Phrase stems as clearly as possible. Confusing questions can generate wrong answers from students who do understand the material.
- Avoid extra language in the stem. Some think extraneous details make a question more complex. Moreover, they most often just add to the students' reading time. This reduces the number of questions you can put on a test reducing the reliability of the test.
- Include any language in the stem that you would have to repeat in each answer option.
- Answer options should be about the same length and parallel in grammatical structure. Too much detail or different grammatical structure can give the answer away.
- Limit the number of answer options to four.
- Distracters must be incorrect, but plausible. Try to include among the distracters options that contain common errors.
- To make distracters more plausible, use words that should be familiar to students.
- If a recognizable key word appears in the correct answer, it should appear in some or all of the distracters as well. Don't let a verbal clue decrease the accuracy of your exam.
- Avoid using extreme or vague words in the answers. Use rarely extreme words like "all", "always" and "never" or vague words or phrases like "usually", "typically" and "may be" in the answers.
- Avoid using "All of the above" or "None of the above" as an answer choice.

2. True/False

True-false questions are typically used to measure the ability to identify whether statements of fact are correct. The questions are usually a declarative statement that the student must judge as true or false.

Follow the general guidelines below while writing True/False items for your students:

- Base the item on a single idea.
- Write items that test an important idea.
- Avoid lifting statements right from the text.
- Make the statements as brief as possible.
- Write clearly true or clearly false statements.
- Try to avoid such words as "all," "always," "never," "only," "nothing," and "alone."
- The use of words like "more," "less," "important," "unimportant," "large," "small," "recent," "old," "tall," "great," and so on, can easily lead to ambiguity.
- State items positively. Negative statements may be difficult to interpret. This is especially true of statements using the double negative. If a negative word, such as "not" or "never," is used, be sure to underline or capitalize it.
- Beware of detectable answer patterns.

3. Matching

There is no need of a separate reading text for matching. The question itself will have a context after the texts in part A and part B are properly matched. The numbering of texts in column A can be i. ii. iii. iv and the texts in column B can be a, b, c, d..... Students only need to match the numbering in the two columns, e.g. i, ii, iii, iv etc. (in column A) and a, b, c, d etc. (in column B). You can also use 3 columns with texts to match.

4. Gap filling with or without clues

The text in the gap filling activity is separate and complete. The text for this item will have a meaningful context too. There will be five gaps in the text. The gaps can be used for article, preposition, or any other parts of speech without verb as there is separate test for it. A question setter will choose one particular item mentioned earlier to set a question and use a gap at the particular place. For example, if the question setter wants to test the article then there will be a gap at the position of a, an, the or before a noun that does not take any article. For a question of 3 marks, there will be six gaps in the text; for 4, there will be 8 gaps; and for 5 marks there will be ten gaps.

Follow the guidelines while writing gap filling test items :

- Prepare a scoring key that contains all acceptable answers for each item.
- Prefer single word or short phrase answers.
- Beware of open questions that invite unexpected but reasonable answers.
- Make all the blanks of an equal length.
- Avoid grammatical clues such as "an."
- Place the blanks near the end of the statement. Try to present a complete or nearly complete statement before calling for a response.
- Limit the number of blanks to one or two per sentence. Statements with too many blanks waste time as students figure out what is being asked.
- If a numerical answer is called for, indicate the units(e.g. currency) in which it is to be expressed.

5. Cloze test with/without clues

A cloze test is a fill-in-the-blank activity that assesses students' comprehension of vocabulary and reading passages or knowledge of grammatical items. In cloze tests there are recurrent gaps at every 4th, 5th, 6th or 7th word. If the first gap, for example, is used at the 5th place, all through the text the gap will be at the 5th place. Unlike the gap filling activity that tests a particular

grammar item (e.g. preposition, article, pronoun, or verb) it is a test for vocabulary (key words) in general. This is why gap filling activity in the reading section is usually a cloze test. In contrast, gap filling activity is a merely a grammar test item.

A cloze test with 5 marks will have ten gaps (.5 for each gap). Considering the level of difficulty cloze tests without clues at grade 10 can have 5 gaps (1 mark for each gap).

In answering the question, an examinee does not need to reproduce the text in the answer script. Writing the missing word with the corresponding question number is enough. However, the whole text with suitable words in the gaps will neither earn any extra credit or discredit.

6. Information Transfer

Depending on the level of difficulty and length of the text, information transfer and True/False questions can be set from the same text. However, if the text is too small, **do not** use the same text for both the tests as the content will be inadequate for setting questions. **Make sure there is no overlapping or repetitions in the questions you have set.** Alternatively you can use two different texts for these two test items.

The marks allocated for information transfer is $\frac{1}{2} \times 10 = 5$ or $1 \times 5 = 5$ (depending on the level of difficulty)

7. Substitution table

It's a grammar test item. It tests whether students can make grammatically correct sentences following any particular structure/s. It's different from matching item. In matching there might be equal number of texts in each column in a table and students need to make sentences using a text from each column. In designing the test item, the question setter can write the texts in Column A in a way so that the sequential arrangement of the text makes a context. In a substitution table, depending on marks, there will be 4 or 5 texts in the left column, 1 or 2 grammar words that shows the form in the middle column, and extensions at the right column. Each meaningful sentence made using the texts and the lexical word will have credit.

8. Gap filling with right forms of verbs

Sentences will be written in context in the question paper. Some verbs could be omitted or given in brackets without any form. If the verbs are totally omitted in the text, a list of verbs will be supplied in a box separately. Students' job will be to use the verb at the gaps in their correct forms according to the context and other grammatical considerations. Alternatively base form of verbs can also be supplied in the body of the text in parenthesis.

Students will write only the right answers with the question number. However, if anyone uses the text with words at the gaps, it should be accepted as correct answer.

9. Changing sentences

A text will be designed with a certain context. Some of the sentences in the text will have instructions in the parenthesis on how to change them. Depending on the marks in the test item, students will be asked to change 5 or 10 sentences. Students will write only the **changed** sentence as their answers. They can write the changed sentences in any order but must use the correct number used for each sentence in the given text.

10. Rearranging

Use 10 detached sentences for classes 6, 7, and 8 (See the sample questions for these grades.). For SSC, SS will rearrange eight parts of a story/passage (See the sample question for SSC.). Test your test item (with someone else or you sit for a test) to check whether the sequence of the answer vary. If the answer varies and each variety has a complete meaning, redesign the test. Use linking words/sentence connectors to maintain cohesion and coherence in the text. Learners do not need to reproduce the text in their answer scripts. If they arrange the corresponding serial of the texts correctly (such as b. d. a, f or v, iii, vi. I etc), they will get full credit. Please remember that the test objective here is the organisation of sentences, not the copying of texts from the question paper. However if any learner comes with sentences written in a random text, there is no need to penalize him/her. Students will get credits for the correct answers. For example, if the answer is like this :

a. x b. ✓ c. ✓ d. x e. ✓ f. ✓ g. x h. x i. ✓ j. x the student will get 5 marks.

The test has no relation with the texts used in the previous test items.

11. Writing summary

Use a text not exceeding 150 to 200 words for classes 6 to 8 and not exceeding 300 words for classes 9-10 in the question paper. Learners will produce a summary using one third words of the given text. For an example, if the original text has 150 words, learners will produce the summary in 50 words. However, 5% plus minus is okay. This answer should be written in random texts not in isolated sentences. There is no question of counting number of sentences in summary. So DO NOT mention in the question paper how many lines or sentences learners will use to make a summary. The number of words used here is important. Make sure that they are writing in their own words, not copying some sentences from the text. Practice them to avoid examples or explanations in writing a summary. A fresh text should be given to make summary. No text used in the previous test items can be used here.

12. Writing a paragraph answering questions

Make sure that your learners are answering the questions in writing the paragraph. However, if there are 5 questions to answer, it does not mean that students will write only five sentences. They will use sentences as per their discretion but the paragraph as a whole answer the questions. If there are 10 marks for this item, learners should be able to make at least 10 sentences. The more the better. Keep an eye on the content rather than the mechanical calculation of sentences. Assess the paragraph from different aspects such as grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy.

13. Completing a story

There will be the beginning of a story in the question paper. Students will continue the story and complete it. The answer will vary here. Completing a story when given at classes 6-8 should be more guided (See sample question for classes 6-7.) where question setter not only begins a story but also provides with some clues for the extension of ideas. Students will complete the story following the clues. A good idea is to mention the word limit when there is no clues for the students. Assess the paragraph from different aspects such as

grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy. Moreover, use of cohesion (inter-connectedness of the sentences) and coherence (transition from one idea to another idea) are important here.

14. Open-Ended Questions

Open ended or essay format questions are excellent for measuring higher level cognitive learning and overall comprehension of a reading text/passage. They allow the student to select content for their response, to organize their thoughts in a logical manner and to present their ideas on a given subject matter. Overall, these types of test questions allow teachers to test student's broader understanding of a reading item.

When writing good open-ended questions, keep the following guidelines in mind :

- Be sure that the test question clearly states the answer that you are seeking from the student. For example, "Discuss the outcomes of environment pollution" is a poor test question. But, worded as "Describe the potential impacts of the environment pollution on the people of coastal regions in Bangladesh" or, what are the causes and impacts of environmental pollution on the people of coastal regions in Bangladesh? is a better test question as it clearly gives the student something to compare and contrast within a focused area.
- If you are looking to test comprehension, a good opening line for the test question is, 'Explain the following...'
- If you are seeking to test the student's ability to analyze a concept, a good opening phrase for your test question is, 'compare and contrast.....'
- Don't give students the option to pick 2 or 3 questions from among 5. This can add confusion for the students and complexity for the teacher when grading for a classroom.

15. Writing letters/emails

If it is an informal letter, content is important. If it is a formal letter, both content and form are important. Formal letter can be written either in British style (each paragraph indented at the beginning for one space, date at the upper right hand corner, name at the right hand corner at the bottom). It can also be written in American style (All paragraphs in a line without indenting, date name everything at the left hand corner). Picture of an envelope or stamp is not needed but address can be written. Yet, if any student provides them - it will not earn any extra credit or penalty.

For emails, student must write the email id, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin at the answer script. However, there should not be any penalty for any examinee if the answer script has no margin. Margin has nothing to do with assessment of the answer.

Word limit should be mentioned here too.

16. Describing graphs and charts

Graph should be authentic. Teachers may collect charts from various sources such as newspapers, magazines, books or from the internet. Alternatively, teachers can use authentic data and make simple charts by themselves. Describing a graph or chart needs certain language abilities. The graph and chart presented in the textbook show that. A marker of answer scripts should keep an eye whether those languages are used or not. Answers will include the written presentation of data shown in the graph followed by a concluding remark. A question setter should mention the word limit for describing the graph or chart. Don't ask students to produce any graph on the answer sheet. They will only describe it.

The end